THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
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OF

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CONTENTS

Educational Publication Number	
85	High Schools of North Carolina, 1924-25.
86	Uniform Curricula for Securing Primary C and Grammar Grade C Certificates in the Approved Summer Schools of the State and in Extension Work
87	School Legislation Enacted by the General Assembly of North Carolina—Regular Session 1925 and Extra Session 1924.
88	Regulations Governing Certificates for Teachers in North Carolina, 1925.
89	Standards for the Elementary Schools of North Carolina, 1925-26.
90	An Act to Provide a Special Building Fund to be Loaned to County Boards of Education to Aid in Erecting Schoolhouses—Chapter 201, Public Laws of 1925.
91	Outline Course of Study in Americanism, for Grades Six, Seven and Eight in North Carolina.
92	Program of Exercises for North Carolina Day, Monday, October 12, 1925.
93	Directory of the School Officials of North Carolina, December, 1925.
94	Lessons in Physical Education for Elementary Grades.
95	Arbor and Bird Day Program for Year-Round Observance in the Public Schools of North Carolina.
96	List of Books for High School Libraries.
97	High Schools of North Carolina, 1925-26.
98	High School Reorganization, 1925-26.
99*	Seventh Annual Report of the State Supervisor of Public High Schools of North Carolina, Year Ending June 30, 1924.
100†	Biennial Report of the Superintendent of Public Instruction of North Carolina—Part II, Statistical Report, 1924-1925.
101	Public Education in North Carolina.
102	Standards for the Elementary Schools of North Carolina, 1926-27.

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*Bound with the 1922-24 Biennial Report of the State Superintendent.
†Bound with the 1924-26 Biennial Report of the State Superintendent.

Educational Publication Number	
103	Courses of Study for the High Schools of North Carolina.
104	Physical Education in the High School.
105	Music Memory Contest for Rural Schools.
106	A Study of the Value of Supervision in Consolidated Schools.
107	Program for North Carolina American Education Week, November 7-13, 1926.
108	Directory of the School Officials of North Carolina, 1926-27.
109†	Biennial Report of the Superintendent of Public Instruction of North Carolina—Part I, Introduction.
110	Programs for Special Days—Robert E. Lee, January 19; Thomas J. Jackson, January 21; Temperance or Law and Order Day, January 28, 1927.
111†	Biennial Report of the Superintendent of Public Instruction of North Carolina—Part IV, Eighteenth and Nineteenth Annual Reports of Public High Schools, 1924-25 and 1925-26.
112	High Schools of North Carolina, 1926-27.
113	School Legislation Enacted by the General Assembly of North Carolina—Regular Session 1927, Regular Session 1925, and Extra Session 1924.
114†	Biennial Report of the Superintendent of Public Instruction of North Carolina—Part III, Statistical Report, 1925-1926.

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†Bound with the 1924-26 Biennial Report of the State Superintendent.

EDUCATIONAL PUBLICATION NO. 85 DIVISION OF SUPERVISION NO. 21

High Schools of North Carolina

PUBLIC AND PRIVATE
WHITE AND COLORED
URBAN AND RURAL

A COMPLETE LIST

PUBLISHED BY THE
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EXPLANATORY NOTE

This list of high schools in North Carolina gives the name of the school together with the name of the principal and the postoffice address of the school. The schools are listed alphabetically by counties. The name of the county superintendent follows the name of the county in each case together with his address. The schools are listed as Special Charter, or city schools, and Rural schools, and Private schools.

The list contains the names of 735 white high schools and 86 colored high schools, making a total of 821 schools in which some high school work is being done. Of the 735 white schools 678 are public and 57 private. Of the 735 white high schools 367 are accredited. Of the 86 colored high schools 34 are accredited. There are 126 special charter schools, white, and 48 colored. There are 552 white and 10 colored rural schools. There are 28 private colored schools.

The classification of all accredited schools is given. For example; Alexander-Wilson in Alamance County is classified as an accredited school, II, A. 1924. This means that the school is an accredited school in Group II, Class A, placed upon the list in 1924. For complete information on classification of schools see pages 12-14, Educational Publication No. 79. When the classification of a school is not given it is a non-standard school.

All Special Charter and Rural High Schools are public unless otherwise stated. Private schools are listed separately. Where the name of the principal is not given it means that the Preliminary Report for the session 1924-25 has not been received.

All schools which have been accredited for the session 1923-24 together with all schools previously accredited are included in the list. The list is complete, therefore, until the close of the session 1924-25. The date of accrediting of schools in 1920 and prior thereto is not indicated in this list.

J. Henry Highsmith,
State Supervisor of High Schools.

WHITE HIGH SCHOOLS IN NORTH CAROLINA

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ALAMANCE:	A. H. King, Superintendent	Graham	
Special Charter:			
Burlington	W. D. Halfacre	Burlington	I, A.
Graham	H. G. McBane	Graham	I, B. 1922
Haw River	B. H. Lewis	Haw River	
Mebane	Joe. P. Moore	Mebane	
Rural:			
Alexander-Wilson	W. L. Cooper, Jr.	Graham	II, A. 1924
Altamahaw-Ossipee	David Miller	Elon College	II, B. 1924
Eli Whitney	C. V. Ferguson	Saxapahaw	II, A. 1924
Elon College	J. A. Hornaday	Elon College	
Friendship	J. W. Bason	Burlington	
Stony Creek	S. C. Deskins	Burlington, R. 2	
Sylvan	R. H. Hutchison	Snow Camp	
ALEXANDER:	C. H. Gryder, Superintendent	Taylorsville	
Rural:			
Hiddenite	C. W. Riden	Hiddenite	II, B. 1924
Stony Point	J. W. McCall	Stony Point	II, B. 1924
Taylorsville	M. C. Campbell	Taylorsville	II, A. 1922
ALLEGHANY:	John M. Cheek, Superintendent	Sparta	
Rural:			
Piney Creek	T. P. Sheffey	Piney Creek	II, B. 1923
Sparta	B. Robinson	Sparta	II, B. 1923
Private:			
Glade Valley	J. O. Overcash, Jr.	Glade Valley	II, B.
ANSON:	R. W. Allen, Superintendent	Wadesboro	
Special Charter:			
Morven	J. F. Lowrance	Morven	II, B. 1924
Wadesboro	Jas. K. Derrick	Wadesboro	I, B.
Rural:			
Ansonville	Lester J. Dawkins	Ansonville	
Burnsville	L. S. Sumner	Polkton	
Deep Creek	D. W. B. Coon	Wadesboro, Rt. A	
Lilesville	T. G. Perry	Lilesville	
McFarlan	O. C. Lemmon	McFarlan	
Peachland	W. L. Harris	Peachland	
Polkton	W. C. McColl	Polkton	II, B. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ASHE:	J. O. Goodman, Superintendent	Beaver Creek	
Rural:			
Bowie	L. K. Halsey	Fleetwood	
Elkland	W. E. Brooks	Todd	
Helton	W. J. Cambill	Sturgills	
Lansing	J. B. Hash	Lansing	
Sutherland	B. H. Duncan	Trade, Tenn.	
Virginia-Carolina	Robt. E. Lee Plummer	Grassy Creek	II, A. 1922
West Jefferson	J. Richard Carr	West Jefferson	II, B. 1923
Private:			
Jefferson	G. B. Price	Jefferson	II, B. 1922
AVERY:	B. D. Franklin, Superintendent	Newland	
Rural:			
Altamont	C. R. Stroupe	Crossnore	II, A. 1922
Cranberry	Adams Phillips	Cranberry	II, A. 1923
Newland	P. W. Townsend	Newland	II, B. 1924
Riverside	F. L. Stroupe	Spear	
Banner Elk	C. H. Helms	Banner Elk	
Private:			
Lees McRae Institute	Edgar Tufts	Banner Elk	
Plumtree School for Boys	T. W. Clapp	Plumtree	
BEAUFORT:	H. H. McLean, Superintendent	Washington	
Special Charter:			
Belhaven	P. T. Wright	Belhaven	I, B. 1922
Washington	Robt. L. Fritz, Jr.	Washington	I, A.
Rural:			
Aurora	R. A. Thompson	Aurora	
Bath	G. W. Rhodes	Bath	
Pantego	Fred Parker	Pantego	I, B. 1922
Private:			
Washington Coll. Inst.	Maynard O. Fletcher	Washington	II, A. 1923
BERTIE:	H. W. Early, Superintendent	Windsor	
Special Charter:			
Aulander	C. R. Hinshaw	Aulander	II, A.
Windsor	R. L. Tremain	Windsor	II, B. 1922
Rural:			
Colerain	D. M. Castelloe	Colerain	
Kelford	Mattie Livermon	Kelford	
Lewiston-Woodville	L. E. Andrews	Lewiston	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BERTIE: *(Continued)*			
Mars Hill	Clara M. Pigg	Mars Hill	II, A. 1923
Merry Hill	P. A. Pridgen	Merry Hill	
Powellsville	B. M. Crawford	Powellsville	
Riverside	Harriet B. Leary	Merry Hill	
Roxobel	D. P. McCain	Roxobel	
Republican	R. M. Peele	Windsor	
BLADEN:	F. Q. Barbee, Superintendent	Elizabethtown	
Rural:			
Bladenboro	C. B. Garrett	Bladenboro	II, A. 1921
Carver's Creek	W. R. Kelly	Acme	
Clarkton	F. S. Johnston	Clarkton	II, A. 1924
Elizabethtown	L. R. Maness	Elizabethtown	
Frenches Creek	J. C. Garrison	Kelly	
White Oak Academy	W. W. Woodhouse	White Oak	II, A. 1923
BRUNSWICK:	B. R. Page, Superintendent	Southport	
Rural:			
Bolivia	C. R. Lewis	Bolivia	
Leland	J. M. Weatherly	Leland	
Southport	R. R. Cusick	Southport	II, A. 1923
BUNCOMBE:	F. L. Wells, Superintendent	Asheville	
Special Charter:			
Asheville	J. W. Griffith	Asheville	I, AA.
Black Mountain	N. C. Shuford	Black Mountain	II, B. 1924
Rural:			
Barnardsville	F. A. Penland	Barnardsville	II, A. 1923
Biltmore	W. H. Jones	Biltmore	I, B. [illegible]
Candler	F. W. Jarvis	Candler	II, A. 1923
Fairview	O. F. Blankenship	Fairview	II, B. 1923
Grace	J. M. Roberts	Asheville, R. 1	
Leicester	C. Fred Jervis	Leicester	II, B. 1923
Sand Hill	Belva Saunders	74 Houston, Asheville	
Swannanoa	A. M. Moser	Swannanoa	
Weaverville	C. L. Love	Weaverville	
West Buncombe	L. C. McCurry	Asheville, R. 4	II, B. 1923
Woodfin	A. C. Reynolds	Asheville, R.5	II, B. 1924
Private:			
Academy of St. Genevieve	Madame M. Monk	Asheville	II, A.
Asheville School	George Jackson	Asheville School	II, A.

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BUNCOMBE: *(Continued)*			
Asheville Farm School	W. O. Cralle	Farm School	
Asheville Normal-H.S.	Mary Sue Albertson	Asheville	I, A.
Bingham Mil. School	Col. S. R. McKee	Asheville	II, A.
Christ School		Arden	
Grove Park School	T. A. Cosgrove	Asheville	II, B.
Montreat Normal	S. L. Woodward	Montreat	I, B.
Snyder Outdoor School	C. E. Snyder	Asheville, R. 1	II, A.
Weaver College	C. H. Trowbridge	Weaverville	II, B.
BURKE:	R. L. Patton, Superintendent	Morganton	
Special Charter:			
Morganton	W. H. Cale	Morganton	I, A.
Rural:			
Drexel	J. E. Hunter	Drexel	
Glen Alpine	W. T. Byrd	Glen Alpine	I, B. 1922
Hildebran	E. S. Teague	Hildebran	II, B. 1923
Olive Hill	P. E. Corpening	Morganton	
Valdese	C. C. Long	Valdese	
Private:			
Rutherford College	M. T. Hinshaw	Rutherford College	II, B. 1921
CABARRUS:	J. B. Robertson, Superintendent	Concord	
Special Charter:			
Concord	Hinton McLeod	Concord	I, A.
Rural:			
Harrisburg	J. B. Stanley	Harrisburg	
Kannapolis	R. C. Cannon	Kannapolis	II, A. 1924
Midland	Thos. Litaker	Midland	
Rocky River	Thelma Albright	Harrisburg	
Winecoff	C. A. Furr	Concord, R. 2	
Private:			
Mont Amoena Sem.	J. H. C. Fisher	Mt. Pleasant	I, B.
Mt. Pleasant Coll. Inst.	G. F. McAllister	Mt. Pleasant	I, A.

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CALDWELL:	Y. D. Moore, Superintendent	Lenoir	
Special Charter:			
Granite Falls	Columbus Andrews	Granite Falls	II, B. 1923
Lenoir	W. C. Merritt	Lenoir	I, A.
Rural:			
Dudley Shoals	A. F. Sharpe	Granite Falls, R. 3	
Hudson	Geo. E. Smith	Hudson	
Oak Hill	W. N. Rhyne	Lenoir, R. 2	II, B. 1923
Collettsville	J. B. Smith	Collettsville	
Grace Chapel	Mary Goins	Granite Falls, R. 1	
Whitnel	R. B. Bush	Whitnel	
Private:			
Davenport Fitting School	C. L. Hornaday	Lenoir	II, B.
CAMDEN:	L. L. Stevens, Superintendent	Indiantown	
Rural:			
Old Trap	W. G. Johnston	Old Trap	
Shiloh	P. W. Gay	Shiloh	
South Mills	C. L. Parker	South Mills	II, B. 1923
CARTERET:	M. L. Wright, Superintendent	Beaufort	
Special Charter:			
Beaufort	L. C. Baker	Beaufort	II, A. 1924
Morehead City	J. N. Roberson	Morehead City	II, A. 1922
Rural:			
Atlantic	J. W. Hamilton	Atlantic	II, B. 1924
Newport	F. F. Thompson	Newport	II, B. 1923
Smyrna	Hubert C. Banks	Smyrna	
Private:			
St. Pauls	E. F. Duncan	Beaufort	
CASWELL:	Robt. W. Isley, Superintendent	Yanceyville	
Rural:			
Cobb Memorial	V. C. Taylor	Ruffin	
Milton	H. L. Nichols	Milton	
Pelham	B. W. Shelton, Jr.	Pelham	
Semora	Agnes Whitt	Semora	
Leasburg	Hazel Thompson	Leasburg	
Yanceyville	E. C. Miller	Yanceyville	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CATAWBA:	Geo. E. Long, Superintendent	Newton	
Special Charter:			
Hickory	Samuel Thompson	Hickory	I, A.
Newton	M. E. Tipton	Newton	I, B. 1922
Rural:			
Balls Creek	A. C. Sherrill	Catawba	
Blackburn	D. J. Whitener	Newton, R.F.D.	
Catawba Co. F. L.	Russell W. Whitener	Newton	II, A.
Catawba	H. G. Kopenhaver	Catawba	
Claremont	A. P. Whisenhunt	Claremont	
Highland	J. L. Sox	Hickory	II, A. 1924
Maiden	J. P. Sifford	Maiden	II, A. 1924
Mountain View	Zelda Carpenter	Hickory	
Sherrill's Ford	Reginald Turner	Sherrill's Ford	II, B. 1924
West Hickory	J. L. Kizer	West Hickory	II, B. 1924
White Church	R. O. Huitt	Claremont	
Private:			
Concordia College	O. W. Kreinheder	Conover	II, B.
CHATHAM:	W. R. Thompson, Superintendent	Pittsboro	
Bennett	R. L. Forrester	Bennett	
Bonlee	R. C. Dorsett	Bonlee	II, A. 1922
Bynum	A. E. Mercer	Bynum	
Goldston	G. A. Wilson	Goldston	
Moncure	H. G. Self	Moncure	
Pittsboro	A. V. Nolan	Pittsboro	II, B. 1923
Siler City	S. J. Husketh	Siler City	II, A.
Bells	P. G. Farrar	Apex, R. 4	
CHEROKEE:	A. L. Martin, Superintendent	Murphy	
Special Charter:			
Andrews	L. B. Nichols	Andrews	I, B.
Murphy	D. W Kanoy	Murphy	I, B. 1923
CHOWAN:	R. H. Bachman, Superintendent	Edenton	
Special Charter:			
Edenton	Pauline Hassell	Edenton	I, B.
Rural:			
Chowan	D. M. Altman	Meege	II, A. 1923
CLAY:	Allen J. Bell, Syperintendent	Hayesville	
Rural:			
Elf	Van Ledford	Hayesville	
Hayesville	B. C. Jones	Hayesville	II, B. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CLEVELAND:	J. C. Newton, Superintendent	Shelby	
Special Charter:			
Kings Mountain	J. Y. Irvin	Kings Mountain	I, A.
Shelby	J. H. Grigg	Shelby	I, AA.
Rural:			
Fallston	W. H. Mitchell	Fallston	
Grover	B. F. Bird	Grover	
Lattimore	Lawton Blanton	Lattimore	
Piedmont	W. D. Burns	Lawndale	I, B.
Mooresboro	Bynum Harrill	Mooresboro	
South Shelby	W. M. Lovelace	Shelby	
Waco	I. J. Kellum	Waco	II, B. 1923
Private:			
Boiling Springs	J. D. Huggins	Boiling Springs	I, A.
COLUMBUS:	J. H. McIver, Superintendent	Whiteville	
Rural:			
Acme Delco	Hugh Long	Acme	II, B. 1923
Bolton	Myra McFall	Bolton	
Cerro Gordo	C. C. Russ	Cerro Gordo	
Chadbourn	J. A. Padgett	Chadbourn	II, B.
Evergreen	Mrs. Agnes Barnhardt	Evergreen	
Fair Bluff	F. T. Johnson	Fair Bluff	
Hallsboro	C. E. Mabrey	Hallsboro	
Tabor	P. S. Sykes	Tabor	II, A. 1924
Whiteville	G. O. Rogers	Whiteville	I, B.
CRAVEN:	R. S. Proctor, Superintendent	New Bern	
Special Charter:			
New Bern	J. M. Shields	New Bern	I, A.
Rural:			
Cove City	Harold Whitehurst	Cove City	
Craven County F.L.	F. L. Teuton	Vanceboro	II, A.
Dover	H. Lee Thomas	Dover	II, A. 1922
Fort Barnwell	A. R. Crisp	Dover	
Jasper	M. K. Carswell	New Bern, R. 2	
CUMBERLAND:	B. T. McBryde, Superintendent	Fayetteville	
Special Charter:			
Fayetteville	R. R. Harley	Fayetteville	I, A.
Rural:			
Cedar Creek	A. B. Alderman	Cedar Creek	
Eastover	V. A. Moore	Fayetteville, R.D.	II, B. 1924
Falcon	A. C. Holland	Falcon	
Godwin	J. W. Heath	Godwin	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CUMBERLAND:			
(Continued)			
Gray's Creek	W. H. Cherry	Hope Mills, R. 3	
Hope Mills	K. C. McDonald	Hope Mills	
Linden	R. W. Morrison	Linden	
Massey Hill	H. H. Hamilton	Fayetteville, R.D.	
South River	J. D. Messick	Wade	
Stedman	J. D. Jerome	Stedman	
Wade	D. S. McCormick	Wade	
Sunny Side	R. W. MacDonald	Fayetteville, R.D.	
Seventy First	J. W. Carrell	Fayetteville, R. 3	
CURRITUCK:	Maud C. Newbury, Superintendent	Currituck	
Rural:			
Moyock	C. N. Baughan	Moyock	II, B. 1924
Poplar Branch	Robt. C. Mayo, Jr.	Poplar Branch	I, B. 1921
DARE:	Mabel Evans, Superintendent	Manteo	
Rural:			
Hatteras		Hatteras	
Manteo	L. R. Williford	Manteo	
Wanchese	C. R. Roe	Wanchese	
DAVIDSON:	S. G. Hasty, Superintendent	Lexington	
Special Charter:			
Lexington	J. E. Allen	Lexington	I, A.
Thomasville	P. C. Newton	Thomasville	I, A.
Rural:			
Arcadia	W. A. Sowers	Welcome	II, B. 1924
Churchland	W. A. Young	Linwood	I, B.
Denton	W. C. Harward	Denton	II, B. 1924
Linwood	A. L. Elliott	Linwood	
Pilot	H. E. White	Thomasville, R. 1	
Reeds	O. M. Staton	Lexington, R. 3	
Southmont	E. C. Willis	Southmont	
Tyro	A. E. Smith	Lexington, R. 5	
Welcome	I. U. Yonce	Welcome	II, B. 1924
Private:			
Baptist Orphanage	C. F. Gaddy	Thomasville	
Liberty-Piedmont	E. F. Mumford	Wallburg	I, B. 1923
DAVIE:	E. P. Bradley, Superintendent	Mocksville	
Special Charter:			
Mocksville	E. C. Staton	Mocksville	I, B. 1922
Rural:			
Cana		Cana	
Farmington	J. F. Scott	Farmington	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
DAVIE:			
(Continued)			
Fork Church	J. T. Fitzgerald	Mocksville	
Jerusalem	S. M. Holton, Jr.	Cooleemee	II, A. 1924
Shady Grave	L. P. Hendrix	Advance	
Smith Grove	D. T. Suratt	Advance, R. 1	
DUPLIN:	M. H. Wooten, Superintendent	Warsaw	
Special Charter:			
Faison	A. W. Oakes, Jr.	Faison	II, B. 1924
Teacheys	G. B. Robbins	Teacheys	II, A.
Warsaw	J. S. Fleming	Warsaw	I, B. 1922
Rural:			
Beulaville	M. A. Stone	Beulaville	
Calypso	C. H. Walker	Calypso	II, B. 1924
Magnolia	L. W. Umstead	Magnolia	II, B. 1924
Rose Hill	E. C. Jernigan	Rose Hill	II, A. 1923
Wallace	J. H. McKeithan	Wallace	II, A. 1921
DURHAM:	John W. Carr, Jr., Superintendent	Durham	
Special Charter:			
Durham	C. E. Phillips	Durham	I, AA.
Rural:			
Bahama	R. C. Holton	Bahama	
Bethesda	D. T. Ferrell	Durham, R. 6	II, B. 1924
East Durham	Herman Jernigan	East Durham	I, B.
Lowe's Grove	H. L. Rembert	Durham, R. 3	II, B. 1922
Mineral Springs	B. F. Kendall	Durham, R. 8	
Lakewood	A. A. Long	Durham, Box 309	
West Durham	D. T. Stutts	West Durham	I, A.
EDGECOMBE:	R. E. Sentelle, Superintendent	Tarboro	
Special Charter:			
Tarboro	William E. Pell	Tarboro	I, A.
Rocky Mount	Z. L. Foy	Rocky Mount	I, AA.
Rural:			
Battleboro	Curtis Crissman	Battleboro	II, B. 1923
Conetoe	T. E. Dukes	Conetoe	
Leggett	P. S. White	Tarboro, R.F.D.	
Macclesfield	Wm. J. Barefoot	Macclesfield	
Pinetops	N. E. Gresham	Pinetops	
Speed	B. E. Lohr	Speed	
Crisp	M. T. Tanner	Tarboro, R. 2	
West Edgecombe	Geo. W. Lassiter	Rocky Mount R.5	II, A. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
FORSYTH:	T. H. Cash, Superintendent	Winston-Salem	
Special Charter:			
Kernersville	R. A. Sullivan	Kernersville	II, B. 1922
Winston-Salem	J. W. Moore	Winston-Salem	I, AA.
Rural:			
Clemmons	J. F. Brower	Clemmons	II, B. 1922
Lewisville	J. H. White	Lewisville	
Mineral Springs	J. C. Sink	Winston-Salem R.3	I, B. 1923
Old Richmond	R. S. Shore	Tobaccoville	II, B. 1924
Old Town	J. O. Rodgers	Winston-Salem, R.2	
Rural Hall	T. S. Neale	Rural Hall	
Sedge Garden	Jesse T. Rhue	Kernersville	
Vienna	L. L. Williams	Pfafftown	
Walkertown	W. L. Ingold	Walkertown	II, A. 1924
Private:			
Salem Academy	E. J. Heath	Winston-Salem	I, B.
FRANKLIN:	E. L. Best, Superintendent	Louisburg	
Special Charter:			
Franklinton	Hoy Taylor	Franklinton	II, B.
Louisburg	G. D. Underwood	Louisburg	I, B.
Youngsville	C. B. Howard	Youngsville	
Rural:			
Bunn	L. H. Davis	Bunn	II, A. 1922
Cedar Rock	T. H. Sledge	Louisburg, R. 4	II, B. 1924
Epsom	H. H. McKeown	Henderson, R. 1	
Justice	E. C. Sexton	Spring Hope, R. 2	
Private:			
Louisburg College	Miss Sallie P. Betts	Louisburg	II, B.
GASTON:	F. P. Hall, Superintendent	Gastonia	
Special Charter:			
Bessemer City	J. H. Floyd	Bessemer City	II, A. 1921
Cherryville	C. H. Moser	Cherryville	II, A.
Gastonia	J. E. Cassell	Gastonia	I, AA.
Rural:			
Belmont	J. G. Bamette	Belmont	II, A. 1922
Dallas	C. B. Hawkins	Dallas	
Highland	J. A. Rollins	Gastonia	
Lowell	J. M. Holbrook	Lowell	
Mount Holly	C. E. Rozelle	Mount Holly	II, A.
Ranlo	J. F. Clarkson	Gastonia, R. 2	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
GASTON:			
(*Continued*)			
S. Gastonia	Brown Baird	South Gastonia	
Stanley	W. R. Rhyne	Stanley	II, B. 1923
Tryon	H. M. Loy	Bessemer City, R. 1	II, B. 1923
Cramerton	A. S. Anderson	Cramerton	
Private:			
Belmont Abbey	Stanislaus Bethel	Belmont	II, B. 1924
Sacred Heart Academy	Sister M. Bride	Belmont	
GATES:	J. M. Glenn, Superintendent	Gatesville	
Rural:			
Eure	T. J. Jessup	Eure	
Gates	T. A. Little	Gates	
Gatesville	J. R. Adams	Gatesville	
Hobbsville	F. M. Eason	Hobbsville	
Sunbury	J. B. Lockhart	Sunbury	II, B. 1923
GRAHAM:	J. H. Moody, Superintendent	Robbinsville	
Rural:			
Robbinsville	Wm. Guy Justis	Robbinsville	II, B. 1924
GRANVILLE:	J. F. Webb, Superintendent	Oxford	
Special Charter:			
Oxford	N. W. Weldon	Oxford	I, A.
Rural:			
Creedmoor	J. A. Pitts	Creedmoor	II, A. 1922
Oak Hill	J. M. Farmer	Virgilina, Va, R. 2	
Stem	J. G. Feezor	Stem	II, A. 1923
Stovall	B. M. Shacklette	Stovall	II, A. 1923
Wilton	King D. Brown	Franklinton, R. 1	II, B. 1924
Berea	W. C. Poe	Berea	
Private:			
Oxford Orphanage	Miss Nettie N. Bemis	Oxford	I, B. 1924
Oxford College	R. H. Holliday	Oxford	I, B. 1922
GREENE:	J. H. Workman, Superintendent	Snow Hill	
Rural:			
Hookerton	W. P. Moore	Hookerton	
Snow Hill	M. R. Mahaffey	Snow Hill	I, B. 1923
Walstonburg	H. W. Carter	Walstonburg	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
GUILFORD:	Thos. R. Foust, Superintendent	Greensboro	
Special Charter:			
Greensboro	L. H. Edwards	Greensboro	I, AA.
High Point	L. R. Johnston	High Point	I, AA.
Rural:			
Alamance	O. C. Johnson	Greensboro, R. 6	
Bessemer	W. E. Younts	Greensboro, R. 2	II, A. 1924
Gibsonville	J. H. Joyner	Gibsonville	II, B. 1924
Guilford College	Miss Sallie B. Newman	Guilford College	II, B. 1924
Jamestown	W. A. White, Jr.	Jamestown	II, A.
McLeansville	E. E. Farlow	McLeansville	
Monticello	J. G. White	Brown Summit	
Nathaniel Greene	R. L. Crosby	Liberty	
Oak Ridge	Miss Notre M. Johnson	Oak Ridge	
Oak Shade		High Point, R. 3	
Pleasant Garden	E. D. Idol	Pleasant Garden	II, A.
Pomona	H. A. Helms	Greensboro	II, A. 1922
Rankin	H. G. Waters	Greensboro, R. 4	
S. Buffalo	E. G. McBane	Greensboro, R. 6	II, B. 1924
Summerfield	L. R. Casey	Summerfield	
Private:			
Greensboro Bible School		Greensboro	
Oak Ridge Institute	T. E. Whitaker	Oak Ridge	I, B.
HALIFAX:	A. E. Akers, Superintendent	Roanoke Rapids	
Special Charter:			
Enfield	R. H. Pope	Enfield	II, B.
Roanoke Rapids	C. W. Davis	Roanoke Rapids	I, A.
Scotland Neck	H. M. Roland	Scotland Neck	I, B.
Weldon	W. W. Barnhardt	Weldon	I, B.
Rural:			
Aurelian Springs	V. C. Matthews	Littleton	
Hollister	M. L. Rowland	Hollister	
Dawson	Miss Ione Smith	Scotland Neck R. F. D.	
HARNETT:	B. P. Gentry, Superintendent	Lillington	
Special Charter:			
Dunn	W. J. Nichols	Dunn	I, A. 1922
Lillington	B. D. Bunn	Lillington	II, A. 1921
Rural:			
Angier	I. J. Stephenson	Angier	
Barbecue	K. McCaskill	Olivia	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
HARNETT: *(Continued)*			
Coats	J. H. Taylor	Coats	
Duke	T. W. Sprinkle	Duke	
LaFayette	J. S. Schneider	Chalybeate Spring	
Bunn Level	J. A. McArthur	Bunn Level	
Private:			
Buie's Creek Academy	J. A. Campbell	Buie's Creek	I, A.
HAYWOOD:	Fred L. Safford, Superintendent	Waynesville	
Special Charter:			
Canton	R. J. Reveley	Canton	I, A.
Waynesville	R. O. Edgerton	Waynesville	II, B.
Rural:			
Bethel	L. R. Sims	Waynesville, R. 3	II, B. 1924
Clyde	Chas. F. Owen	Clyde	
Rock Hill	J. H. Francis	Waynesville, R.D.	
Private:			
Haywood Institute	L. B. White	Clyde	II, A. 1921
HENDERSON:	R. G. Andrews, Superintendent	Hendersonville	
Special Charter:			
Hendersonville	Helen Baker	Hendersonville	I, A.
Rural:			
East Flat Rock	Bessie Steedman	East Flat Rock	
Flat Rock	J. E. Ockerman	Flat Rock	
Mills River	Bessie Jordan	Horse Shoe	II, B. 1924
Private:			
Fassifern	Miss Kate C. Shipp	Hendersonville	I, B.
Fruitland Institute	N. A. Melton	Hendersonville	I, A.
HERTFORD:	N. W. Britton, Superintendent	Winton	
Rural:			
Ahoskie	K. T. Raynor	Ahoskie	II, A. 1921
Como	H. L. Stone	Como	
Harrellsville	J. R. Brown	Harrellsville	
Murfreesboro	C. C. Graves	Murfreesboro	
Winton	G. K. Williams	Winton	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
HOKE:	W. P. Hawfield, Superintendent	Raeford	
Rural:			
Antioch	W. G. Houck	Red Springs	
Montrose	W. R. Echols	Timberland	
Mildousin	Joe Osborne	Dunderach	
Raeford	J. M. Stackhouse	Raeford	I, B.
Rockfish	George Hodgin	Rockfish	
HYDE:	G. M. Guthrie, Superintendent	Swan Quarter	
Rural:			
Englehard	Lloyd Brinson	Englehard	
Fairfield	R. L. Marsh	Fairfield	
Lake Landing	M. R. Ingram	Lake Landing	II, B. 1923
Sladesville	C. J. Rast	Scranton	
Swan Quarter	W. A. Bivens	Swan Quarter	
IREDELL:	James A. Steele, Superintendent	Statesville	
Special Charter:			
Mooresville	C. B. Sipley	Mooresville	I, A.
Statesville	W. R. Kirkman	Statesville	I, A.
Rural:			
Cool Springs	R. W. Adams	Cleveland	II, B. 1923
Iredell County F.L.	R. H. Lankford	Harmony	II, A.
Scotts	G. R. Stine	Scotts	II, B. 1923
Sharon	C. H. Cathey	Eufola	
Troutman	G. M. Moser	Troutman	II, A. 1923
Union Grove	C. C. Holmes	Jennings	
Private:			
Mitchell Academy	G. H. Ellmore	Statesville	II, B. 1923
Presbyterian Or. Home	T. L. O'Kelly	Barium Springs	
JACKSON:	O. S. Dillard, Superintendent	Sylva	
Rural:			
Cullowhee Normal	C. H. Allen	Cullowhee	I, B.
Qualla	D. L. Manier	Whittier	
Sylva	A. C. Lovelace	Sylva	II, A. 1922
Webster	C. R. Bird	Webster	
Private:			
Sylva Coll. Institute	J. C. Hough	Sylva	I, B. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
JOHNSTON:	H. B. Marrow, Superintendent	Smithfield	
Special Charter:			
Clayton	Vann B. Stringfield	Clayton	I, B.
Selma	N. G. Woodlief	Selma	I, B.
Smithfield	T. H. Franks	Smithfield	I, A.
Rural:			
Archer Lodge	J. C. Gibbs	Clayton, R. 2	
Benson	H. C. Renegar	Benson	II, A. 1922
Four Oaks	J. T. Hatcher	Four Oaks	II, B. 1924
Glendale	E. T. Boyette	Kenly, R. 2	
Kenly	G. T. Whitley	Kenly	II, A. 1923
Meadow	Mrs. R. E. Moseley	Meadow	
Micro	C. H. Dula	Micro	
Pine Level	E. R. Settle	Pine Level	
Princeton	M. P. Young	Princeton	
Wilson's Mills	Nathan Womack	Wilson's Mills	
JONES:	Manly Fulcher, Superintendent	Trenton	
Rural:			
Maysville	P. B. Pollock	Maysville	II, B. 1924
Pollocksville	Alex H. White	Pollocksville	II, B. 1924
Trenton	G. O. Mudge	Trenton	II, B. 1923
LEE:	C. E. Teague, Superintendent	Sanford	
Special Charter:			
Jonesboro	T. T. Lanier	Jonesboro	II, A.
Sanford	J. S. Truitt	Sanford	I, A.
Rural:			
Broadway	Marvin L. Neal	Broadway	
LENOIR:	E. E. Sams, Superintendent	Kinston	
Special Charter:			
Kinston	H. P. Smith	Kinston	I, AA.
LaGrange	M. A. Honeycutt	LaGrange	I, B.
Rural:			
Contentnea	G. C. Buck	Kinston, R. 1	
Moss Hill	E. W. Glass	Kinston, R. 4	
Pink Hill	B. B. Holder	Pink Hill	II, A. 1923
LINCOLN:	L. B. Beam, Superintendent	Lincolnton	
Special Charter:			
Lincolnton	E. D. Johnson	Lincolnton	I, A.
Rural:			
Asbury	Miss Betty Coon		
Crouse	B. L. Rhyne	Crouse	
Rock Springs	C. E. McIntosh	Denver	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
LINCOLN:			
(*Continued*)			
North Brook	J. C. Reid	Cherryville, R. 3	
Howard's Creek	D. C. Mosteller	Lincolnton, R.D.	
Union	Miss Dora Rhodes	Vale	
MACON:	M. D. Billings, Superintendent	Franklin	
Special Charter:			
Franklin	W. H. Crawford	Franklin	I, B. 1921
Rural:			
Higdonville	G. L. Cunningham	Cullasaja	
Highlands	Miss Ruth Oliver	Highlands	
Iotla	Miss Mary O. Kilgore	Franklin	
MADISON:	Homer Henry, Superintendent	Marshall	
Rural:			
Mars Hill	Miss Ethel English	Mars Hill	
Marshall	C. M. Blankenship	Marshall	I, B. 1923
Spring Creek	M. L. White	Lee	
Walnut	Miss Epps Haws	Walnut	II, B. 1924
Private:			
Mars Hill College	R. L. Moore	Mars Hill	I, A.
MARTIN:	R. A. Pope, Superintendent	Williamston	
Rural:			
Everetts	R. A. Phillips	Everetts	
Hamilton	J. L. Jones	Hamilton	
Jamesville	C. O. Small	Jamesville	
Oak City	H. M. Ainsley	Oak City	II, B. 1924
Parmele	D. W. Arnold	Parmele	
Robersonville	R. I. Leake	Robersonville	II, B. 1923
Williamston	J. S. Seymour	Williamston	II, B.
McDOWELL:	N. F. Steppe, Superintendent	Marion	
Special Charter:			
Marion	T. A. Holton	Marion	I, A.
Old Fort	Geo. B. Strickland	Old Fort	I, B. 1922
Rural:			
Glenwood	J. C. Joyner	Nealsville	II, B. 1924
Nebo	Y. V. A. Riser	Nebo	II, B. 1923
MECKLENBURG:	J. M. Matthews, Superintendent	Charlotte	
Special Charter:			
CHARLOTTE:			
Central	E. H. Garringer	Charlotte	I, AA.
Davidson	J. C. Bailey, Jr.	Davidson	II, B. 1922
Rural:			
Big Springs	H. P. Hamilton	Charlotte, R. 4	
Cornelius	J. B. Whitener	Cornelius	II, A. 1922

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MECKLENBURG:			
(*Continued*)			
Derita	F. W. Webster	Derita	II, B. 1924
Dixie	Rufus A. Grier	Charlotte, R. 11	
Hoskins	J. B. Coon	Chad-Station, Charlotte	
Huntersville	W. D. Loy	Huntersville	II, A.
Long Creek	B. S. Plaxco	Huntersville, R. 20	
Matthews	G. N. Neel	Matthews	II, A. 1924
Mint Hill	H. L. Griffin	Matthews, R. 19	
Newell	T. C. Lingerfeldt	Newell	
N. Charlotte	Leroy Dulin	North Charlotte	
Oak Dale	A. M. Hurd	Charlotte, R. 6	
Observer	R. E. Patrick	Charlotte	
Paw Creek	W. P. Whitesides	Paw Creek	II, B. 1924
Pineville	O. A. Tuttle	Pineville	II, B. 1924
Sardis Carmel	A. G. Griffin	Charlotte, R. 1	
Clear Creek	W. W. McComb	Allen	
Sharon	C. C. Stroupe	Charlotte, R. 2	
Hickory Grove	A. B. Collins	Charlotte, R. 9	
Woodlawn	F. W. Webster	Derita	
Private:			
Baldwin School	J. A. Baldwin	Charlotte	
Southern Industrial I.	F. M. Matthews	Charlotte	
MITCHELL:	Jason B. Deyton, Superintendent	Forbes	
Special Charter:			
Spruce Pine (Harris)	E. J. Warrick	Spruce Pine	II, B. 1924
Rural:			
Bakersville	R. T. Teague	Bakersville	II, B. 1924
Brummett	V. C. McKenzie	Brummett	
MONTGOMERY:	J. S. Edwards, Superintendent	Troy	
Rural:			
Biscoe	R. S. Rainey	Biscoe	
Candor	T. B. Mauney	Candor	II, B. 1924
Mt. Gilead	R. C. Cox	Mount Gilead	II, A. 1922
Troy	H. F. Krauss	Troy	II, A. 1921
Wadeville	W. M. Ketcham	Wadeville	
Private:			
Country Life Academy	E. L. Wehrenberg	Star	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MOORE:	A. B. Cameron, Superintendent	Carthage	
Special Charter:			
Aberdeen	Fred Abernathy	Aberdeen	I, B. 1923
Cameron	J. Clyde Kelly	Cameron	
Carthage	O. B. Welch	Carthage	I, B.
Sou. Pines	W. F. Allen	Southern Pines	II, B. 1923
Vass	W. D. Matthews	Vass	II, B. 1924
Rural:			
Elise	Allen Jones, Jr.	Hemp	
Jackson Springs	E. O. Smithdeal	Jackson Springs	II, B. 1922
Pinehurst	W. P. Morton	Pinehurst	
New Settlement	Wm. J. Rankin	Pinehurst	
Sandhill Farm Life	R. G. Hutcheson	Vass	II, B.
Eagle Springs	R. D. Redfern	Eagle Springs	
West End	T. P. Horger, Jr.	West End	
NASH:	L. S. Inscoe, Superintendent	Nashville	
Special Charter:			
Spring Hope	J. E. McLean	Spring Hope	II, A. 1923
Rural:			
Bailey	L. H. McNeely	Bailey	
Bunn	Miss Elizabeth Hyman	Rocky Mount, R.3	II, B. 1924
Castalia	O. M. Baldwin	Castalia	
Middlesex	H. J. Massey	Middlesex	II, B. 1923
Mt. Pleasant	C. M. Sutton	Bailey	
Nashville	H. C. West	Nashville	I, B. 1923
Red Oak	R. C. Young	Red Oak	II, A.
Whitakers	V. M. McGhee	Whitakers	II, B. 1924
NEW HANOVER:	W. A. Graham, Superintendent	Wilmington	
Special Charter:			
Wilmington	Malcolm G. Little	Wilmington	I, AA.
Private:			
Alderman's Select	Miss Mary L. Alderman	Wilmington	
NORTHAMPTON:	P. J. Long, Superintendent	Jackson	
Rural:			
Conway	A. H. Martin	Conway	
Jackson	J. L. Dennis	Jackson	
Rich Square	G. W. Bradshaw	Rich Square	I, B.
Seaboard	M. J. Davis	Seaboard	II, A. 1922
Severn	H. M. Finch	Severn	
Woodland-Olney	L. Bruce Gunter	Woodland	II, B. 1923

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ONSLOW:	W. M. Thompson, Superintendent	Jacksonville	
Rural:			
Jacksonville	S. H. Willis	Jacksonville	II, B. 1922
Richlands	R. C. Zimmerman	Richlands	II, A. 1922
Swansboro	R. G. Stephens	Swansboro	
ORANGE:	R. H. Claytor, Superintendent	Hillsboro	
Special Charter:			
Chapel Hill	L. R. Sides	Chapel Hill	I, A.
Rural:			
Cedar Grove	M. L. Shepherd	Cedar Grove	
Efland	E. B. Goodwin	Efland	
Hillsboro	G. A. Brown	Hillsboro	II, A. 1923
PAMLICO:	T. B. Attmore, Superintendent	Vandemere	
Rural:			
Alliance	B. F. Cozart	Alliance	II, A. 1923
Arapahoe	Zeb Brinson	Arapahoe	II, A. 1923
Hobucken	N. Wright	Hobucken	
Oriental	E. R. Perry	Oriental	II, A. 1923
Stonewall	A. L. Bramlett	Stonewall	II, A. 1922
PASQUOTANK:	M. P. Jennings, Superintendent	Elizabeth City	
Special Charter:			
Elizabeth City	A. B. Combs	Elizabeth City	I, A.
Rural:			
Newland	B. L. White	Elizabeth City, R.4	
Weeksville	R. F. Coats	Weeksville	
PENDER:	T. T. Murphy, Superintendent	Burgaw	
Rural:			
Atkinson	J. C. Horner	Atkinson	II, B. 1923
Burgaw	Arnold Hall	Burgaw	II, A.
Maple Hill	A. F. Leighton	Maple Hill	
Rocky Point	G. L. Smith	Rocky Point	
Long Creek-Grady	C. F. Carroll	Rocky Point	
PERQUIMANS:	Charles Whedbee, Superintedent	Hertford	
Special Charter:			
Hertford	E. W. Joyner	Hertford	I, B. 1923
Rural:			
Belvidere	F. M. White	Belvidere	
Whiteston	C. E. Topping	Belvidere	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
PERSON:	Mrs. J. A. Beam, Superintendent	Roxboro	
Special Charter:			
Roxboro	A. B. Stalvey	Roxboro	
Rural:			
Allensville	D. H. Crumpton	Roxboro, R. 2	
Bethel Hill	A. C. Gentry	Woodsdale	II, B. 1924
Bushy Fork	E. M. Simpson	Roxboro, R. 1	
Helena	Emma Noell	Timberlake	II, B. 1924
Olive Hill	Helen W. Graves	Roxboro, R. 3	
PITT:	R. G. Fitzgerald, Superintendent	Greenville	
Special Charter:			
Ayden	J. K. Long	Ayden	II, A.
Greenville	V. M. Davis	Greenville	I, A.
Rural:			
Arthur	Miss Laura Caldwell	Bell-Arthur	
Bethel	E. B. Page	Bethel	I, B. 1924
Falkland	David T. House, Jr.	Falkland	
Farmville	G. R. Wheeler	Farmville	I, B.
Fountain	Guy B. Rhodes	Fountain	
Grifton	W. G. Coltrane	Grifton	I, B. 1921
Grimesland	G. D. Calclough	Grimesland	
Winterville	D. H. Conley	Winterville	II, B.
POLK:	E. W. S. Cobb, Superintendent	Columbus	
Special Charter:			
Tryon	W. A. Schilletter	Tryon	
Rural:			
Green's Creek	E. T. Hines	Campobello, S. C. R. 4	
Saluda	W. E. Sawyer	Saluda	II, B. 1923
Stearns	J. W. McIntosh	Columbus	II, B.
Mill Spring	T. C. Lingerfeldt	Mill Spring	
RANDOLPH:	T. F. Bulla, Superintendent	Asheboro	
Special Charter:			
Asheboro	W. J. Faucette	Asheboro	I, B.
Franklinville	Fred Burgess	Franklinville	
Ramseur	R. D. Marsh	Ramseur	II, A. 1923
Randleman	E. B. Carroll	Randleman	II, A. 1924
Rural:			
Farmer	F. A. Ficquette	Farmer	
Liberty	D. C. Holt	Liberty	II, A. 1923
Seagrove	B. H. McCarn	Seagrove	
Trinity	W. C. Dula	Trinity	II, A. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
RICHMOND:	L. J. Bell, Superintendent	Rockingham	
Special Charter:			
Hamlet	H. M. Kyzer	Hamlet	I, A.
Rockingham	Kate Kinley	Rockingham	I, A.
Rural:			
Derby Memorial	C. E. Gerringer	Jackson Springs	
Ellerbe	J. A. Glazener	Ellerbe	II, A. 1923
Hoffman	D. P. Whitley	Hoffman	
Covington	Mrs. J. W. Thompson	Ellerbe	
Mangum	Eva D. Huntley	Mount Gilead	
Norman	Mabel Muse	Norman	
Oak Ridge	Mrs. G. G. Thompson	Hamlet	
Peachland	O. G. Emory	Marston	
ROBESON:	J. R. Poole, Superintendent	Lumberton	
Special Charter:			
Lumberton	H. W. Morton	Lumberton	I, A.
Maxton	C. L. Green	Maxton	I, B. 1923
Rural:			
Barnesville	N. C. Barefoot	Barnesville	
B. T. H. S.	D. B. Oliver	Lumberton, R. 1	
Centenary	Virginia M. Adams	Rowland, R. 2	
Fairmont	T. S. Teague	Fairmont	II, A. 1923
Indian Normal School	A. B. Riley	Pembroke	II, A. 1924
Liberty	Mary H. Stewart	Maxton	
Lumber Bridge	L. H. Fogleman	Lumber Bridge	
Floral College	R. W. Proctor	Maxton, R. F. D.	
Orrum	R. L. Pittman	Orrum	II, A. 1923
Parkton	G. E. Parrott	Parkton	II, B. 1923
Philadelphus	D. B. Smith	Red Springs, R. 2	II, A. 1922
Red Springs	J. L. Duncan	Red Springs	II, B. 1923
Rowland	J. F. Sinclair	Rowland	I, B.
Saint Pauls	E. R. Franklin	Saint Pauls	I, B.
Private:			
Carolina College	E. J. Green	Maxton	II, B. 1923
ROCKINGHAM:	J. H. Allen, Superintendent	Reidsville	
Special Charter:			
Madison	J. C. Lassiter	Madison	II, A. 1922
Reidsville	J. H. Fleming	Reidsville	I, AA.
Ruffin	M. B. Andrews	Ruffin	
Rural:			
Bethany	W. D. Lambeth	Summerfield	
Leaksville	C. H. Weatherly	Leaksville	
Stoneville	Owen Odum	Stoneville	II, B. 1923
Wentworth	H. K. Dorsett	Wentworth	

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ROWAN:	R. G. Kiser, Superintendent	Salisbury	
Special Charter:			
East Spencer	G. M. Bowman	East Spencer	
Salisbury	F. B. John	Salisbury	I, AA.
Spencer	W. F. Shealy	Spencer	I, A
Rural:			
Central		Salisbury, R. 2	
Cleveland		Cleveland	
Landis	J. D. Tickle	Landis	II, B. 1924
Miranda	T. A. Graham	Mt. Ulla	
Mt. Ulla		Mt. Ulla	
Rockwell	R. Lee Trexler	Rockwell	
Rowan County F.L.	O. B. Jones	China Grove	II, A.
Woodleaf	B. B. Hester	Woodleaf	
RUTHERFORD:	W. R. Hill, Superintendent	Rutherfordton	
Special Charter:			
Forest City	J. W. Eaks	Forest City	II, A.
Rutherfordton	J. A. Capps	Rutherfordton	
Rural:			
Cliffside	C. A. Erwin	Cliffside	I, B. 1923
Ellenboro	F. H. Shuford	Ellenboro	
Henrietta-Caroleen	J. B. Jones	Caroleen	I, B. 1923
Spindale	B. L. Smith	Spindale	
Private:			
Round Hill Academy	N. R. Prickett	Union Mills	
SAMPSON:	John L. Hathcock, Superintendent	Clinton	
Special Charter:			
Clinton	C. B. Thomas	Clinton	II, A.
Rural:			
Franklin	R. R. Walker	Kerr	II, A. 1924
Garland	C. F. Boyette	Garland	
Ingold	R. C. Barrett	Ingold	
Newton Grove	W. E. Williams	Newton Grove	
Roseboro	D. V. Carter	Roseboro	II, B. 1922
Salemburg	C. E. Snoddy	Salemburg	II, A. 1921
Shady Grove	J. E. Redfern	Dunn, R. 6	II, A. 1924
Turkey	O. H. Boetcher	Turkey	
Private:			
Pineland Sch. for Girls.	Mr. and Mrs. W. J. Jones	Salemburg	I, A.

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
SCOTLAND:	L. N. Peele, Superintendent	Laurinburg	
Special Charter:			
Gibson	Claud Grigg	Gibson	II, B. 1923
Laurinburg	S. W. Rabb	Laurinburg	I, A.
Rural:			
Laurel Hill	Robt. Cochrane	Laurel Hill	
Spring Hill	J. J. Pence	Wagram	
STANLY:	C. A. Reap, Superintendent	Albemarle	
Special Charter:			
Albemarle	Mrs. H. M. Laudeman	Albemarle	I, A.
Norwood	C. J. Scott	Norwood	II, A. 1923
Rural:			
Badin	E. R. Spruill, Jr.	Badin	I, B.
New London	P. D. Baird	New London	
Oakboro	C. H. McRee	Oakboro	II, B. 1923
Richfield	H. J. Fleming	Richfield	
Millingport Plyler	R. O. Eller	Albemarle, R. 3	
Wiscassett Efird	O. D. Ritchie	Albemarle	
Yadkin Mineral Springs	E. F. Eddins	Palmerville	
Clairmont	C. R. Ross	New London, R. 2	
Endy	C. J. Whitley	Albemarle, R. 6	
Stanfield	B. T. Hale	Stanfield	
Private:			
Albemarle Nor & Ind. I.	Kate B. Pridgen	Albemarle	
Mitchell Home Sch.	Annie B. Gowell	Misenheimer	II, B. 1922
STOKES:	J. C. Carson, Superintendent	Germanton	
Rural:			
Francisco	O. H. Hauser	Francisco	
Germanton	C. M. Felts	Germanton	
King	G. C. Bush	King	II, B. 1922
Meadows	A. A. Keener	Meadows	
Pine Hall	G. P. Hunt	Pine Hall	
Pinnacle	J. C. Colley	Pinnacle	
Reynolds Memorial	W. C. Dutton	Westfield	
Walnut Cove	M. T. Chilton	Walnut Cove	II, A. 1922

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
SURRY:	E. S. Hendren, Superintendent	Mount Airy	
Special Charter:			
Elkin	Z. H. Dixon	Elkin	I, B. 1924
Mount Airy	H. A. Carroll	Mount Airy	I, A.
Pilot Mountain	G. L. Houck	Pilot Mountain	
Rural:			
Copeland	A. F. Graham	Rockford	
Dobson	J. H. Allred	Dobson	II, B. 1923
White Plains	I. O. Hauser	White Plains	
Private:			
Moutain Park I.	W. Brune	Park Mountain	
SWAIN:	N. E. Wright, Superintendent	Bryson City	
Rural:			
Almond	G. T. Windell	Almond	II, B. 1922
Bryson City	N. J. Sigmon	Bryson City	II, A.
Whittier	V. B. Cooper	Whittier	
TRANSYLVANIA:	T. C. Henderson, Superintendent	Brevard	
Rural:			
Brevard	Cora Leigh Tyner	Brevard	I, B. 1923
Rosman	V. E. Wessinger	Rosman	II, B. 1923
Private:			
Brevard Institute	O. H. Orr	Brevard	I, A.
TYRRELL:	W. F. Walters, Superintendent	Columbia	
Rural:			
Columbia	L. E. Stuart	Columbia	--
UNION:	Ray Funderburk, Superintendent	Monroe	
Special Charter:			
Monroe	R. N. Ledford	Monroe	I, A.
Rural:			
Benton Heights	O. L. Richardson	Monroe	
Indian Trail	W. Q. Grigg	Indian Trail	
Marshville	J. L. Memory, Jr.	Marshville	II, A. 1923
Mineral Springs	E. H. Broome	Mineral Springs	
Prospect	S. R. Bivens	Mineral Springs R. 1	II, B. 1924
Union	J. M. McKay	Monroe, R. 2	
Unionville	L. A. Price	Unionville	II, A. 1924

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
UNION: *(Continued)*			
Waxhaw	W. F. Starnes	Waxhaw	II, A. 1924
Wesley Chapel	R. L. Patrick	Monroe, R. 5	II, B. 1924
Wingate	W. M. Jenkins	Wingate	
Private:			
Wingate Junior Coll.	C. M. Beach	Wingate	I, B.
VANCE:	E. M. Rollins, Superintendent	Henderson	
Special Charter:			
Henderson	W. S. Nicholson	Henderson	I, A.
Rural:			
Bona Vista	C. M. Billings, Jr.	Henderson, R.D.	
Dabney	J. R. Nixon	Dabney	
Townesville	L. H. Floyd	Townesville	
Vance County F. L.	Lee. B. Durham	Middleburg	II, B.
WAKE:	John C. Lockhart, Superintendent	Raleigh	
Special Charter:			
Raleigh	C. E. Wessinger	Raleigh	I, AA.
Wake Forest	C. H. Pinner	Wake Forest	II, A. 1924
Rural:			
Apex	Randolph Benton	Apex	II, A. 1922
Archer Lodge	J. C. Gibbs	Clayton, R. 2.	
Bayleaf	Mrs. Oma N. Holliday	Neuse	
Cary	M. B. Dry	Cary	II, A.
Fuquay Springs	W. E. Fleming	Fuquay Springs	II, B. 1922
Garner	T. A. Banks	Garner	II, A. 1924
Green Level	G. M. Beavers	Apex, R. 1	
Holly Springs	J. D. Gooch	Holly Springs	
Knightdale	Gladys Thoroughgood	Knightdale	
Millbrook	H. G. Robertson	Raleigh, R. 1	II, B. 1924
State School for Blind	H. C. Griffin	Raleigh	I, B. 1923
Wakelon	B. H. Johnson	Zebulon	II, A.
West Wake	A. T. Holleman	New Hill	
Wendell	W. C. Stroud	Wendell	II, A. 1922
Private:			
Peace Institute	W. C. Pressley	Raleigh	II, A.
St. Mary's School	W. W. Way	Raleigh	II, A.

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
WARREN:	J. Edward Allen, Superintendent	Warrenton		
Special Charter:				
Littleton	C. U. Williams	Littleton		
Warrenton	B. P. Pettus	Warrenton	I, B.	
Rural:				
Drewry	Herbert Scholz	Manson		
Macon	H. A. Nanney	Macon	II, A.	
Norlina	G. B. Harris	Norlina	II, A.	1922
Vaughan	Pearl W. Fisher	Vaughan		
Wise	J. Edward Allen, Superintendent	Wise	II, B.	1923
WASHINGTON:	John W. Darden, Superintendent	Plymouth		
Special Charter:				
Plymouth	J. W. Norman	Plymouth	I, B.	1923
Rural:				
Creswell	H. D. Pegg	Creswell	II, B.	1924
Cherry		Creswell		
Roper	G. C. Scaife	Roper		
Mackeys	A. W. Davenport	Mackeys		
WATAUGA:	Smith Hagaman, Superintendent	Boone		
Rural:				
Appalachian Trg. School	J. D. Rankin	Boone	I, A.	
Cove Creek	S. F. Horton	Vilas		
Shull's Mills		Shull's Mills		
Blowing Rock	W. W. Clarke	Blowing Rock		
WAYNE:	J. T. Jerome, Superintendent	Goldsboro		
Special Charter:				
Fremont	F. M. Arrowood	Fremont	I, B.	
Goldsboro	R. S. Leftwich	Goldsboro	I, A.	
Mount Olive	L. J. Perry	Mount Olive	I, A.	
Rural:				
Eureka	Eugene Chesson	Eureka		
Falling Creek		Goldsboro, R. 4		
Grantham	L. R. McCall	Goldsboro, R. 4		
Nahunta	B. A. Scott, Jr.	Pikeville, R. 2		
Pikeville	Arthur Ranes	Pikeville	II, B.	1922
Rosewood	E. P. Mendenhall	Goldsboro R. 1	II, B.	1924
Saulston	J. C. Manning	Goldsboro, R.F.D		
Seven Springs	I. B. Talton	Seven Springs		
Woodland	Lucy Elliott	Dudley, R. 2		
Belfast	Mary G. Pitts	Goldsboro, R. 6		

County Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
WILKES:	C. C. Wright, Superintendent	Hunting Creek	
Special Charter:			
North Wilkesboro	L. C. Medlock	North Wilkesboro	I, B.
Rural:			
Traphill	M. F. Bumgarner	Traphill	
Roaring River	S. E. Matthews	Roaring River	
Ronda	L. N. Hickerson	Ronda	II, B. 1923
Wilkesboro	T. E. Story	Wilkesboro	II, A. 1923
Private:			
Mountain View H. S.	J. C. Pow	Hays	I, B. 1921
WILSON:	Charles L. Coon, Superintendent	Wilson	
Special Charter:			
Elm City	P. T. Fugate	Black Creek	II, B. 1924
Lucama	Jno. A. Moore	Lucama	
Sharpsburg		Sharpsburg	
Wilson	J. Shephard Bryan	Wilson	I, A.
Rural:			
Black Creek	F. E. Howard	Black Creek	II, B. 1924
Gardners	J. B. Eagles	Wilson, R. 5	
New Hope	Eliza Parker	Wilson, R. 1	
Rock Ridge	Geo. A. Short	Wilson, R. 2	II, A. 1923
Stantonsburg	J. T. Graham	Stantonsburg	II, B. 1922
YADKIN:	J. T. Reece, Superintendent	Yadkinville	
Special Charter:			
East Bend	S. J. Honeycutt	East Bend	II, A. 1924
Rural:			
Boonville	H. F. Pardue	Boonville	II, A. 1922
Courtney	W. D. Martin	Yadkinville	
Jonesville		Jonesville	
Yadkinville	A. H. Wolfe	Yadkinville	II, B. 1924
YANCEY:	W. O. Griffith, Superintendent	Burnsville	
Rural:			
Bald Creek	C. R. Hubbard	Bald Creek	II, B. 1923
Clearmont	D. C. Butler	Day Book	
Deyton Bend	R. G. Deyton	Green Mountain	
Micaville	McKinley Landers	Micaville	
Pensacola	Jess. D. Warrick	Pensacola	
Private:			
Stanley Mc-Cormick I.	Leroy F. Jackson	Burnsville	I, B. 1924
Yancey Coll. Institute	Ralph M. Lee	Burnsville	I, B. 1922

COLORED HIGH SCHOOLS

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ANSON:			
Special Charter:			
Wadesboro Graded School	J. R. Faison	Wadesboro	
BEAUFORT:			
Special Charter:			
Washington H. S.	J. W. Maske	Washington	
BERTIE:			
Rural:			
County Training School	C. G. White	Powellsville	
Private:			
*Bertie Academy	W. S. Etheridge	Windsor	
BRUNSWICK:			
Rural:			
County Training School	J. A. Barbour	Southport	
BUNCOMBE:			
Special Charter:			
Steven's Lee H. S.	W. S. Lee	Asheville	
Private:			
Allen Home School	Miss Veda Stryker	Asheville	II, B. 1924
BURKE:			
Special Charter:			
Morganton Graded School	P. E. Corpening	Morganton	
CABARRUS:			
Special Charter:			
Concord Graded School	F. T. Logan	Concord	
Private:			
Scotia Woman's College	T. R. Lewis, President	Concord	II, B.
CARTERET:			
Special Charter:			
Beaufort Graded School	W. F. Brooks	Beaufort	
Morehead City Graded School	W. S. King	Morehead City	
CLEVELAND:			
Special Charter:			
County Training School	A. W. Foster	Shelby	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
COLUMBUS:			
Rural:			
County Training School	S. W. R. Slade	Whiteville	
CRAVEN:			
Special Charter:			
New Bern High School	J. T. Barbour	New Bern	
Private:			
Eastern N. C. Ind. Academy	William Sutton	New Bern	
CUMBERLAND:			
State Normal School	E. E. Smith	Fayetteville	I, A.
DAVIDSON:			
Special Charter:			
Lexington Graded School	W. G. Anderson	Lexington	
DUPLIN:			
Special Charter:			
Warsaw	M. S. Brooch	Warsaw	
DURHAM:			
Durham State Normal	J. E. Shepard	Durham	I, A.
Special Charter:			
Hillside Park High School	W. G. Pearson	Durham	I, A. 1923
EDGECOMBE:			
Special Charter:			
Tarboro Graded School	W. A. Patillo	Tarboro	II, B. 1924
Private:			
Joseph K. Brick N. and I.	T. S. Inborden	Brick	II, B.
FORSYTH:			
State Normal School (H. S. Dept.)	J. D. Jones	Winston-Salem	I, AA.
FRANKLIN:			
Private:			
Albion Academy	J. A. Savage	Franklinton	II, A.
Christian College	J. A. Henderson	Franklinton	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
GASTON:			
Special Charter:			
Gastonia High School	W. S. Rollins	Gastonia	
Private:			
*Lincoln Academy	W. E. Ricks	Kings Mountain	II, B. 1924
GRANVILLE:			
Private:			
*Mary Potter School	G. C. Shaw	Oxford	I, B.
GUILFORD:			
Special Charter:			
Greensboro High School	W. B. Windsor	Greensboro	
Normal High School	E. E. Curtright	High Point	I, B.
Jonesboro High School	N. E. McLean	Greensboro	
Sumner Jr. High School	M. H. Shore	Greensboro	
A. and T. College (High School Department)	J. B. Dudley	Greensboro	I, A.
Private:			
Bennett College	Frank Trigg	Greensboro	I, A.
Immanuel Lutheran College	J. T. Smith	Greensboro	II, A. 1923
Palmer Memorial Institute	Mr.s. C. Hawkins Brown	Sedalia	II, B. 1923
HALIFAX:			
Special Charter:			
Halifax County Training School	H. C. Jones	Weldon	
Scotland Neck High School		Scotland Neck	
Roanoke Rapids High School	W. D. Gatlin	Roanoke Rapids	
HARNETT:			
Special Charter:			
County Training School	W. D. Gay	Dunn	
HERTFORD:			
County Training School	C. S. Brown	Winton	II, B. 1924
HYDE:			
County Training School	R. P. Gordon	Scranton	
IREDELL:			
Special Charter:			
Statesville High School	C. W. Foushee	Statesville	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
JOHNSTON:			
Special Charter:			
County Training School	W. H. A. Howard	Smithfield	
Selma High School	J. R. Dupree	Selma	
LENOIR:			
Special Charter:			
Kinston High School	J. B. Sampson	Kinston	
Private:			
Kinston College	L. E. Rasbury	Kinston	II, B. 1924
MARTIN:			
County Training School	W. C. Chance	Parmele	
Private:			
Higgs Institute	N. S. Hargrave	Parmele	
MECKLENBURG:			
Special Charter:			
Second Ward High School	J. D. Stinson	Charlotte	I, B. 1923
Private:			
Johnson C. Smith University	S. D. Williams	Charlotte	I, A.
MONTGOMERY:			
Private:			
*Peabody Academy	J. K. Hilyard	Troy	II, B. 1923
NASH:			
Special Charter:			
Rocky Mount High School	C. L. Pope	Rocky Mount	
NEW HANOVER:			
Special Charter:			
Williston High School	D. C. Virgo	Wilmington	I, A. 1923
NORTHAMPTON:			
Private:			
*Rich Square Academy	W. S. Creecy	Rich Square	II, B. 1924
ORANGE:			
Special Charter:			
County Training School	B. L. Boseman	Chapel Hill	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
PASQUOTANK:			
State Normal School	P. W. Moore	Elizabeth City	I, A.
Special Charter:			
Elizabeth City High School	L. S. Burford	Elizabeth City	
Private:			
Roanoke Institute	C. F. Graves	Elizabeth City	
PENDER:			
Private:			
*Burgaw Normal and Industrial Institute	C. F. Pope	Burgaw	II, B. 1924
PERQUIMANS:			
Special Charter:			
Hertford High School	E. A. Anderson	Hertford	
PITT:			
Special Charter:			
Greenville	C. M. Epps	Greenville	
RANDOLPH:			
Special Charter:			
Asheboro High School	J. E. Brower	Asheboro	
RICHMOND:			
Special Charter:			
Rockingham High School	J. C. Williams	Rockingham	
ROBESON:			
Private:			
Thompson Institute	W. H. Knuckles	Lumberton	
Red Stone Academy	J. H. Hayswood	Lumberton	
ROCKINGHAM:			
Special Charter:			
Washington High School	J. A. McRae	Reidsville	I, B. 1923
Rural:			
Leaksville High School	J. H. Floyd	Leaksville	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ROWAN:			
Special Charter:			
J. C. Price High School	L. H. Hall	Salisbury	I, B. 1924
East Spencer High School	S. E. Duncan	East Spencer	
Private:			
Livingstone College	J. H. Johnson	P. O. Box 4 Salisbury	I, B.
SAMPSON:			
Special Charter:			
County Training School	M. D. Coley	Clinton	
SCOTLAND:			
Private:			
*Laurinburg Normal and Industrial Institute	E. M. McDuffie	Laurinburg	II, B. 1924
UNION:			
Special Charter:			
Monroe Graded School	J. H. Brown	Monroe	
VANCE:			
Private:			
Henderson Institute	J. A. Cotton	Henderson	I, A.
Kittrell College	G. A. Edwards	Kittrell	II, A.
WAKE:			
Special Charter:			
Raleigh High School	J. L. Levister	Raleigh	
Rural:			
County Training School (Berry O'Kelly School)	H. L. Trigg	Method	II, A. 1923
Private:			
St. Augustine School (High School Department)	Professor Lynch	Raleigh	I, A.
Shaw University (High School Department)	W. S. Turner	Raleigh	II, A.
WARREN:			
County Training School	G. E. Cheek	Wise	

County Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
WAYNE:			
Special Charter:			
Goldsboro High School	H. V. Brown	Goldsboro	
WILKES:			
Rural:			
Wilkesboro High School	S. M. T. Green	Wilkesboro	
WILSON:			
Special Charter:			
Wilson High School	G. W. St. Claire	Wilson	

* Public School is operated in connection with school.

WHITE HIGH SCHOOLS, 1923-1924.

Classification	State Normal	Public High Schools			Private High Schools	Grand Total
		City	Rural	Total		
I, A.A.		14		14		14
I, A	1	38	2	41	8	49
II, A		17	85	102	8	110
I, B	1	26	25	52	13	65
II, B		15	102	117	12	129
Total accredited	2	110	214	326	41	367
Non-standard		14	338	352	16	368
Grand total	2	124	552	678	57	735

COLORED HIGH SCHOOLS, 1923-1924.

I, A.A	1			1		1
I, A	4	2		6	4	10
II, A			1	1	4	5
I, B		4		4	2	6
II, B		1	1	2	10	12
Total accredited	5	7	2	14	20	34
Non-standard		36	8	44	8	52
Grand total	5	43	10	58	28	86

SUMMARY WHITE AND COLORED HIGH SCHOOLS, 1923-1924.

Types of Schools	Public				Private	Grand Total
	Normals	Special Charter	Rural	Total		
White accredited	2	110	214	326	41	367
White non-standard		14	338	352	16	368
Colored accredited	5	7	2	14	20	34
Colored non-standard		36	8	44	8	52
Grand total	7	167	562	736	85	821

EDUCATIONAL PUBLICATION NO. 86 DIVISION OF TEACHER TRAINING NO. 14

UNIFORM CURRICULA FOR SECURING PRIMARY C AND GRAMMAR GRADE C CERTIFICATES

IN THE

APPROVED SUMMER SCHOOLS OF THE STATE

AND

IN EXTENSION WORK

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

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CONTENTS

PAGE

I. Introduction 5

II. Preface 7
  1. Reasons for Preparing the Curricula 7
    (a) To Prevent Duplication 7
    (b) To Give Specific Training 7
    (c) To Fill Need of In-service Training 7
  2. How the Curricula Were Prepared 8
  3. Principles Underlying the Curricula 8
    (a) Preparation for Specific Service 8
    (b) In-service Demands 8
    (c) Work of College Grade 8
  4. To What Certificates the Curricula Lead 9
  5. Administration of the Curricula 9
    (a) Who May Take the Work 9
    (b) Unit Distribution 9
    (c) Texts Used 9
    (d) Content of the Courses 9
    (e) Condition for Changing Curricula 9

III. The Curricula 11
  1. Primary Curriculum (Composite) 11
  2. Grammar Grade Curriculum (Composite) 12
  3. Distribution of Work by Summer School Units (Primary Curriculum) 13
  4. Distribution of Work by Summer School Units (Grammar Grade Curriculum) 15
  5. Content of Courses with Suggested Texts 17
    (a) Biology 17
    (b) Education and Psychology 18
    (c) English 22
    (d) Fine and Industrial Arts 24
    (e) Geography 25
    (f) History and Social Sciences 27
    (g) Music 28
    (h) Physical Education 29
    (i) Writing 30

INTRODUCTION

This bulletin is printed to enable the teachers of the State to understand the specific purposes underlying these Uniform Curricula. It is hoped also that it will be of service to the directors of the summer schools who have coöperated in the preparation of the material herein set forth.

The State Department of Education is very anxious for the summer school work to be made as effective as possible. This scheme seems very promising.

This plan is limited to the preparation of elementary teachers and to those whose training does not extend beyond that represented by the Freshman and Sophomore years in a standard college. The summer schools should provide more advanced courses for teachers holding the higher classes of certificates. Teachers holding Primary and Grammar Grade Certificates in Classes A and B were not considered when these curricula were prepared and, therefore, should not be admitted to these classes.

Through the unified efforts of the summer schools, there is offered through this plan an attractive opportunity for teachers to raise their standing and to increase their efficiency.

A. T. Allen

State Superintendent of Public Instruction.

PREFACE

REASONS FOR PREPARING THE CURRICULA

Three or four very definite objectives were in mind in the preparation of these curricula.

1. **To Prevent Duplication.** The existent summer school program had many very evident weaknesses. Courses in the same institution, but with different nomenclature, often were quite similar in content. Courses with unlike nomenclature in different institutions frequently had similar content. Courses with identical nomenclature, in different institutions, not infrequently had very unlike content. Consequently there was a great deal of overlapping of work and duplication of effort. Where there was no duplication of work because of non-standardized nomenclature and course content, it was not uncommon for teachers to take the same course in different institutions, and thereby receive double credit. It was well night impossible for the Division of Certification to detect and prevent these duplications. The Uniform Curricula in all institutions will reduce to a minimum the weakness of duplication in any form.

2. **To Give Specific Training.** In the summer schools as they had been conducted there was too little homogeneity in course content and aims. This was particularly true with reference to the untrained teacher, or the teacher with a low grade certificate. Some thought had been given to so-called "Method's courses," music, plays and games, et cetera; but little thought had been given to the academic phase of the training. Not much anxiety or concern had been manifested in definitely preparing teachers for a specific type of teaching service. These Uniform Curricula represent an effort in the direction of definite preparation for a specific task.

3. **To Fill Need of In-service Training.** For a few years yet it will be necessary to make in-service training a very essential part of our teacher training program. Economic conditions compel many teachers to resort to summer school attendance as a means of raising their certificates and increasing their scholarship. Moreover, the present low academic qualification of the teachers in this State makes it wise and expedient to provide every possible opportunity for raising that standard. For the school year 1923-24, 52.84 per cent of the white teachers did not have training represented by more than one year's standard college work; out of that number, 36.72 per cent have certificates represented by high school graduation and a six weeks' summer school. The condition with colored teachers is even worse.

The primary purpose then of the Uniform Curricula is to offer the ill-trained teacher an opportunity through summer work to raise the standard of her training, giving her, at the same time, what is conceived to be a high type of training for her particular task. This work should encourage study, in that a goal has been set, the attaining of which gives a certain certificate with a definite salary. The significance of the degree of encouragement is enhanced when it is understood that much of this work is also offered through the Extension Division of the University of North Carolina, the North Carolina College for Women and other institutions.

HOW THE CURRICULA WERE PREPARED

In order to work out the curricula, the State Superintendent of Public Instruction appointed a Committee of Summer School Directors. That committee consisted of:

Mr. N. W. Walker, University of North Carolina, Chapel Hill, N. C.
Mr. Jno. H. Cook, North Carolina College for Women, Greensboro, N. C.
Mr. Holland Holton, Duke University, Durham, N. C.
Mr. Robt. H. Wright, East Carolina Teachers College, Greenville, N. C.
Dr. Jno. E. Calfee, Asheville Normal, Asheville, N. C.

In the absence of Mr. N. W. Walker, the University of North Carolina was officially represented by Supt. I. C. Griffin, Shelby, N. C., and Dr. M. R. Trabue. Mr. Leon R. Meadows was the representative for Mr. Robert H. Wright in his absence.

This committee in conjunction with the State Department of Education prepared the curricula presented in this bulletin. The work, therefore, represents the joint effort of the State Department of Education and the Summer School Directors.

Moreover, the study has the unanimous approval of all the Summer School Directors. It possesses, therefore, whatever merit such coöperation gives.

PRINCIPLES UNDERLYING THE CURRICULA

In preparing these curricula and in selecting the materials, certain very definite principles guided the thought of the committee.

1. **Preparation for Specific Service.** For each specific type of teaching service a definite preparation is required. Consequently differentiated curricula were prepared for teachers of the primary grades and for teachers of the grammar grades. No doubt there would have been justification for further differentiating the Grammar Grade Curricula into Intermediate and Grammar Grade. In these curricula, of course, there is a "common core," but in addition thereto there is much work that is peculiar to the particular type of teaching.

2. **In-service Demands.** The curricula are designed for in-service training. The distribution of the work into summer school units had that in mind. This distribution, therefore, took into consideration the needs of the inexperienced, poorly trained teacher. What is given in the first unit is the work that was felt to be of most immediate service for the high school graduate of no experience. In the same way the remaining units were broken up into six-week periods. Of course, it should be understood that the prerequisite demands operated in the distribution of certain courses. Also certain professional courses were placed where the optimum training and experience would make them most worth while.

3. **Work of College Grade.** The work of these curricula is of college grade. In terms of training, the minimum admission requirement is standard high school graduation. The fact that this work is of college grade operated in its standardization.

4. **The fundamental guiding motive at all times was the particular job for which preparation was made.**

TO WHAT CERTIFICATES THE CURRICULA LEAD

These curricula lead to the Primary or Grammar Grade C Certificates. If these certificates are secured upon the basis of college credits, it would be necessary for a student to have credit for two years' standard college work, including six semester hours in Education.

ADMINISTRATION OF THE CURRICULA

1. **Who May Take the Work.** This work is open to graduates of accredited high schools and to those teachers who hold Elementary B and Elementary A Certificates or such teachers as have had less than two years' standard college work.

Students who have credit for a year's college work, but need the six hours of professional credit for the Elementary A Certificate, should take their work from the professional courses of the first five units.

2. **Unit Distribution.** The work is broken up into nine six-week units. It is on the summer school plan where nine units are necessary to secure the Class C Certificate. High school graduates who began this work last summer (1924) are expected to complete the work as outlined, unit by unit. Teachers who hold Elementary B Certificates secured prior to 1924, and who have varying amounts of summer school credit, should take their work from the first five units. Similarly, holders of Elementary A Certificates should take their work from the last four units. Any deviation from this should have full approval of the summer school director. Teachers who hold Primary or Grammar Grade Class B Certificates or certificates of higher grade than that are not expected to take work from these curricula.

3. **Texts Used.** Under each course a number of texts is suggested. These books have been suggested to give as much uniformity to the work as possible. Institutions may choose from the texts or may use a text not listed, provided a copy of the text be presented to the State Department of Education for approval.

4. **Contents of the Courses.** For the sake of standardization and uniformity of course content, a brief outline is given to the content of each course. It is expected that this will serve as a guide. Any radical departure from the content indicated must have the approval of the State Department of Education.

5. **Condition for Changing Curricula.** Each curriculum is prepared for the purpose of making efficient teachers in a definite field of work. The Primary Curriculum leads to the Primary C Certificate and carries with it courses especially designed for the Primary Grades. The same thing is true of the Grammar Grade Curriculum. Therefore, if a student at any time changes from one curriculum to another, she will be expected to make up all the essential differences between the curricula at that point.

Jas. E. Hillman

Director of Teacher Training.

THE CURRICULA

PRIMARY CURRICULUM (Composite)

Completion of this Curriculum gives the Primary C Certificate.

		CREDIT SEM. HRS.
EDUCATION AND PSYCHOLOGY	Elementary School Practice	2
	Educational Psychology	2
	Child Study	2
	Primary Methods (Reading)	2
	Primary Methods (Story Telling, Language and Dramatization)	2
	Introduction to Teaching	2
	Primary Curriculum	2
	Observation and Participation (Optional)	1
	Introductory School Management	2
	Primary Number and Projects	2
		19
FINE ARTS AND INDUSTRIAL ARTS	*Fundamentals of Drawing	1
	Drawing for Primary Grades	1
	Industrial Arts for Primary Grades	1
		3
MUSIC	*Elements of Music	1
	Musical Appreciation for Primary Grades	1
		2
PHYSICAL EDUCATION	Plays and Games (General)	1
	Plays and Games for Primary Grades	1
		2
ENGLISH	English Composition	6
	Children's Literature	2
	Reading and Speech	2
		10
GEOGRAPHY	Types of Industries	2
	Principles of Geography	2
	Geography and Nature Study for Primary Grades	2
		6

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*Optional if proficient.

		CREDIT SEM. HRS.
HISTORY AND SOCIAL SCIENCES	American History	4
	History Material for Primary Grades	2
	Citizenship	2
	Social Problems or Religious Education	2
		10
BIOLOGY	General Biology	2
	Biology (Plants)	2
	Biology (Animals)	2
		6
WRITING	*Writing (Skill)	1
	Writing (Technique)	1
		2
PSYCHOLOGY	Personal and School Hygiene	2 or 4
	Unrestricted Electives	1 or 2

GRAMMAR GRADE CURRICULUM (Composite)

Completion of this Curriculum gives the Grammar Grade C Certificate.

		CREDIT SEM. HRS.
EDUCATION AND PSYCHOLOGY	Elementary School Practice	2
	Educational Psychology	2
	Child Study	2
	Introduction to Teaching	2
	Grammar Grade Curriculum and Projects	2
	Observation and Participation (Optional)	1
	Methods: Language, Composition and Reading	2
	Methods: Geography and History	2
	Arithmetic for Grammar Grades	2
	Introductory School Management	2
	Teaching of Elementary Science	2
		21
FINE ARTS AND INDUSTRIAL ARTS	*Fundamentals of Drawing	1
	Drawing for Grammar Grades	1
		2
MUSIC	Elements of Music (Optional)	1
	Musical Appreciation for Grammar Grades	1
		2

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*Optional if proficient.

		Credit Sem. Hrs.
Physical Education	Plays and Games (General)	1
	Physical Education for Grammar Grades	1
		2
English	English Composition	6
	American Literature	2
	English Literature	2
	Literature for Grammar Grades	2
		12
Geography	Principles of Geography	2
	Geography of North America	2
	Types of Industries	2
		6
History and Social Sciences	Citizenship	2
	American History	4
	European Backgrounds	2
	North Carolina	2
	Social Porblems or Religious Education	2
		12
Biology	General Biology	2
	Biology (Plants)	2
	Biology (Animals)	2
		6
Writing	*Writing (Skill)	1
Physiology	Personal and School Hygiene	2 or 4

DISTRIBUTION OF WORK BY SUMMER SCHOOLS

Primary Curriculum

No. 1

†Educ. 11X	Introduction to Teaching	2
Educ. 12X	Elementary School Practice	2
Eng. 11X	English Composition	2
Phy. Educ. 11X	Plays and Games (General)	1
		7

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*Optional if proficient.

†The first digit shows the summer school unit in which the course occurs; the second digit indicates the number of preceding courses in that particular field *X* refers to courses that are common to both curricula; *G*, to courses that are common to the Grammar Grade Curriculum only; and *P*, to those of the Primary Curriculum only. To illustrate: Education. 55G—Grammar Grade Arithmetic. The first numeral shows that this course comes in the fifth summar school; the second numeral, that it is the fifth course in Education; and *G* that it is a course in the Grammar Grade Curriculum only.

No. 2

		CREDIT SEM. HRS.
EDUC. 23P	Special Primary Method (Reading)	2
ENG. 22X	English Composition	2
EDUC. 24X	Introductory School Management	2
WRITING 21X	*Writing (Skill)	1
		7

(Nos. 1 and 2 required for Elementary B Certificate)

No. 3

EDUC. 35P	Special Primary Methods (Language, Story Telling and Dramatization)	2
ENG. 33X	English Composition	2
GEOG. 31X	Principles of Geography	2
DRAW. 31X	*Fundamentals of Drawing	1
		7

No. 4

BIOL. 41X	General Biology	2
PSYCHOL. 41X	Child Study	2
HISTORY 41X	American History	2
PHYS. EDUC. 42P	Plays and Games (Primary Grades)	1
		7

No. 5

PHYSIOL. 51X	Personal and School Hygiene	2
HIS. 52X	American History	2
EDUC. 56P	Primary Number and Projects	2
MUSIC 51X	*Elements of Music	1
		7

(Nos. 1 to 5 inclusive required for Elementary A Certificate)

No. 6

EDUC. 67P	Primary Curriculum	2
BIOL. 62X	Biology (Plants)	2
GEOG. 62P	Geography and Nature Study for Primary Grades	2
IND. ARTS 61P	Industrial Arts for Primary Grades	1
		7

No. 7

HIST. 73P	History Material for Primary Grades	2
BIOL. 73X	Biology (Animals)	2
ENG. 74P	Children's Literature	2
DRAWING 72P	Drawing for Primary Grades	1
		7

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*Elective if proficient

No. 8

		Credit Sem. Hrs.
Psychol. 82X	Educational Psychology	2
Writing 82P	Writing (Technique)	1
Education 88X	Observation and Participation (Optional)	1
Geog. 83X	Types of Industries	2
	Elective	1 or 2
		7 or 8

No. 9

Sociol. 91X	Social Problems	
	or	
Relig. Educ. 91X	Religious Education	2
Hist. 94X	Citizenship	2
Music 92P	Music for Primary Grades	1
Eng. 95P	Reading and Speech	2
		7

DISTRIBUTION OF WORK BY SUMMER SCHOOLS

Grammar Grade Curriculum

No. 1

Educ. 11X	Introduction to Teaching	2
Educ. 12X	Elementary School Practice	2
Eng. 11X	English Composition	2
Phys. Educ. 11X	Plays and Games (General)	1
		7

No. 2

Educ. 23G	Grammar Grade Methods (Lang., Comp. and Reading)	2
Eng. 22X	English Composition	2
Educ. 24X	Introductory School Management	2
Writ. 21X	*Writing (Skill)	1
		7

(Nos. 1 and 2 required for Elementary B Certificate)

No. 3

Geog. 31X	Principles of Geography	2
Eng. 33X	English Composition	2
Hist. 31G	European Backgrounds	2
Draw. 31X	*Fundamentals of Drawing	1
		7

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*Elective if proficient.

		Credit Sem. Hrs.
	No. 4	
Psychol. 41X	Child Study	2
Biol. 41X	General Biology	2
Hist. 41X	American History	2
Phys. Educ. 42G	Plays and Games (Grammar Grades)	1
		7
	No. 5	
Physiol. 51X	Personal and School Hygiene	2
Hist. 52X	American History	2
Educ. 55G	Grammar Grade Arithmetic	2
Music 51X	Elements of Music (Optional)	1
		7
	(Nos. 1 to 5 inclusive required for Elementary A Certificate)	
	No. 6	
Biol. 62X	Biology (Plants)	2
His. 63G	North Carolina History	2
Educ. 66G	Grammar Grade Curriculum and Projects	2
	Elective	1 or 2
		7 or 8
	No. 7	
Eng. 74G	American Literature	2
Biology 73X	Biology (Animals)	2
Geog. 72G	Geography of North America	2
Draw. 72G	Drawing for Grammar Grades	1
		7
	No. 8	
Psychol. 82X	Educational Psychology	2
Geog. 83G	Types of Industries	2
Eng. 85G	Literature for Grammar Grades	2
Educ. 88X	Observation and Participation	1
		7
	No. 9	
Educ. 98G	Methods: Geography and History	2
Sociol. 91X	Social Problems	
	or	
Relig. Education 91X	Religious Education	2
Hist. 94X	Citizenship	2
Music 92G	Musical Appreciation for Grammar Grades	1
		7

The Teaching of Elementary Science, 2 credits, and English Literature, 2 credits, may be elected for any equivalent credit course of the last four summer schools (6, 7, 8, 9).

CONTENT OF COURSES WITH SUGGESTED TEXTS

Biology

Biol. 41X—General Biology.

This is a foundation course which should give some basis for the study of psychology, sociology, physiology, botany, zoölogy and other sciences of the curriculum. It should emphasize the broader principles of growth and development. Types of plants and animals will be studied for the purposes of understanding: protoplasm, cells, cell differentiation, cell aggregation, reproduction, etc. Growing out of this should come an understanding of the principles of heredity and some understanding of evolution, eugenics.

Texts:

General Biology, *Abbott*	——————
General Biology, *Burlingame, Heath, etc.*	Henry Holt
Biology, *Conn*	Silver-Burdett
College Biology, *Calkins*	——————

Biol. 62X—Biology (Plants).

This course should attempt two things, (1) through the study of types acquaint the student with the morphology, physiology and reproduction in plants, from the one cell to seed plants, (2) through field work acquaint the student with as much common and local flora as possible. With these two objects in mind the course should function very effectively in the teaching of nature study and elementary science in the elementary school.

Texts:

General Botany, *Transeau*	World Book Co.
Principles of Botany, *Bergen and Davis*	Ginn

Biol. 73X—Biology (Animals).

The aim and method of the course should be similar to that in Biology (Plants). Outstanding characteristics of animal life, from the single cell protozoon to the higher mammalian should be studied. Especial effort should be made to acquainting the students with the common insects, butterflies, beetles, etc., both as to identification and economic importance.

Texts:

Introduction to Zoölogy, *Hegner*	——————

Physiol. 51X—Personal and School Hygiene.

General, personal and school hygiene; some instruction in anatomy and physiology; cause, transmission and prevention of communicable diseases; with special reference to most common diseases; defects of school children; schoolhouse sanitation; medical inspection; health education programs.

Texts:

How to Live, *Fisher and Fisk*	Funk & Wagnalls
The Human Mechanism, *Hough and Sedgwick*	Ginn
Essentials Educational Hygiene, *Rapeer, etc*	Scribners
State Course of Study.	
Biology of Sex, *Galloway*	Heath

Education and Psychology

Psychol. 82X—Educational Psychology.

A study of original nature, individual differences, the learning process, mental hygiene, in their relation to the elementary school subjects.

Texts:

Psychology for Teachers of Education, *Gates*	Macmillan
Everyday Psychology for Teachers, *Bolton*	Scribners
Psychology and School, *Cameron*	Century
Learning and Teaching, *Mead*	Lippincott
Psychology for Teachers, *LaRue*	American
Psychology for Normal Schools, *Averill*	Houghton-Mifflin

Psychol. 41X—Child Study.

This course should consider the development and growth of the child from the mental, moral, physical and social nature. The treatment of these topics should find application in the kind of training and school work which a child needs at the different stages of development. Such topics as: influence of heredity and environment; meaning of infancy; innate tendencies and capacities; the development of attention, memory, imagination, thinking, perception, etc., will be considered.

Texts:

Outlines of Child Study, *Gruenburg*	Macmillan
The Child, *Tanner*	Rand-McNally
Children and Childhood, *Niemeyer*	Oxford Press
Psychology of Childhood, *Norsworthy & Whitley*	Macmillan
Fundamentals of Child Study, *Kirkpatrick*	Macmillan

Education 11X—Introduction to Teaching.

An introductory study of the work of our public schools, the business of teaching, etc. It should serve to orient the student in the fields of education. Frequent observation should be made in the training school to enable the student to study child nature, teacher qualifications and the specific problems involved in each field of work, as the primary, intermediate and grammar grade.

Texts:

The Work of the Teacher, *Davis*	Macmillan
Every Teacher's Problem, *Stark*	American
Human Behavior, *Colvin & Bagley*	Macmillan
The Profession of Teaching, *Woodley*	Houghton-Mifflin
An Introduction to Teaching, *Bagley & Keith*	Macmillan
An Introduction to Education, *Frazier and Armentrout*	Scott-Foresman

Educ. 12X—Elementary School Practice.

An effort is made in this course to acquaint the student with as much general technique as the time given will allow. Based on the elementary course of study, such topics as the following will be treated: selection and organization of subject matter; types of lessons; the recitation; socialized recitation; the project and problem method; lesson plan; teaching children to study, etc. Much use will be made of the training school.

Texts:

Acquiring Skill in teaching, *Grant*	Silver-Burdett
Modern Methods and the Elementary Curriculum, *Phillips*	Century
Modern Elementary School Practice, *Freeland*	Macmillan
The American Elementary School, *Horn*	Century
Types of Teaching, *Earhart*	Houghton-Mifflin
Types of Elementary Teaching and Learning, *Parker*	Ginn

Educ. 66G—Grammar Grade Curriculum and Projects.

The aim and objectives of education in the intermediate and grammar grades. In the light of these objectives, pupil activities and experiences for their accomplishment. Organization of the grammar grade curriculum around these activities. Growing out of this will come the consideration of the value of projects; minimum essentials, etc. The State Course of Study will be used in conjunction with a text like Bonser's Elementary School Curriculum or a similar book.

Texts:

Elementary School Curriculum, *Bonser*	Macmillan
Child Life and the Curriculum, *Meriam*	World Book Co.
The Child and His School, *Hartman*	E. P. Dutton
How to Organize the Curriculum, *McMurry*	Macmillan
The Curriculum, *Bobbitt*	Houghton-Mifflin
State Course of Study.	

Educ. 88X—Observation and Participation.

This course is distinct from the observation which accompanies method courses, or other professional courses. It has more in mind the development of certain general technique; to give students an opportunity to familiarize themselves with the real problem of teaching. In this course special attention should be given to: physical condition of class room, as heating, lighting, etc.; health of children, as seating, posture, etc.; discipline—in class room, on play ground, coming into and leaving class room, etc.; routine of record keeping, grading papers, etc. A minimum amount of actual participation should be provided. This is the transition course leading to Supervised Practice Teaching which should come later in the curriculum.

Texts:

Observation of Teaching, *Maxwell*	Houghton-Mifflin
Observation of Teaching, *Landsittel*	Scott-Foresman

Educ. 55G—Arithmetic for Grammar Grades.

A reasonable knowledge of the subject matter is presupposed. Among the topics considered will be: elementary psychology of arithmetic; the value and place of drill; problem solving; diagnosis of difficulties and remedial measures; methods of teaching; sources of problems; place of arithmetic in the elementary school curriculum. Systematic observation in the training school required. State Course of Study, State adopted texts and a professional book on the teaching of arithmetic will be used as a basis for the course.

Texts:

The Teaching of Arithmetic, *Lennes*........................Macmillan
How to Teach Arithmetic, *Brown and Coffman*......Rowe-Peterson
The Teaching of Arithmetic, *Klapper*.....................D. Appleton
Psychology of Arithmetic, *Thorndike*.....................Macmillan
The New Methods in Arithmetic, *Thorndike*..........Rand-McNally

Educ. 23G—Methods: Language, Composition and Reading.

A study of recent experimental investigations in these subjects; the minimum essentials in each grade, in each subject; the respective value of oral and silent reading; of oral and written composition; different methods of teaching; value of projects in organizing and motivating the work. Much use will be made of the State Course of Study. Systematic observation in the training school will be required.

Texts:

Standards in English, *Mahoney*....................World Book Co.
Speaking and Writing English, *Sheridan*.............Benj. Sanborn
The Teaching of Reading, *Wheat*..............................Ginn
The Teaching of English, *Klapper*.....................D. Appleton

Perhaps a text on Methods of all subjects with these specialized texts as supplementary would be desirable.

Educ. 98G—Methods: Geography and History.

In this course emphasis is placed upon both content of geography and history for these grades, and methods of teaching that content. The State Course of Study in these subjects will be criticized and evaluated in the light of the aims of geography and history in the elementary school. Some familiarity will be had of the standardized tests in these subjects. Systematic observation is required in the training school. The State adopted texts, State Course of Study and professional books like Smith's Teaching Geography by Problems and Johnson's Teaching History will give the basis for this work.

Texts:

The Teaching of Geography in the Elementary Schools,
  Dodge & Kirchwey..............................Rand-McNally
Teaching Geography by Problems, *Smith*...........Doubleday-Page
How to Teach American History, *Wayland*..............Macmillan
Social and Industrial Studies for the Elementary
  Grades, *Welling & Calkings*..........................Lippincott
Supervised Study in History, *Simpson*..................Macmillan
The Teaching of Geography, *Branom*...........................Ginn
The Teaching of History, *Johnson*........................Macmillan
Methods in History, *Mace*..............................Rand-McNally

Educ. 24X—Introductory School Management.

The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are: the aims of education; personal qualifications of a good teacher; discipline; program making; daily schedule; classification and gradation; school hygiene; supervised study; school ethics. Frequent use will be made of the training school.

Texts:

Rural School Management, *Barnes*	Macmillan
The Teacher and the School, *Colgrove*	Scribners
Practical Problems of the School, *Waits*	Benj. Sanborn
The Classroom Teacher, *Strayer and Englehart*	American
Classroom Organization and Control, *Sears*	Houghton-Mifflin
Classroom Management (Revised), *Bagley*	Macmillan

Educ. 6-9G—Teaching of Elementary Science.

Emphasis will be placed upon the content called for in the State Course of Study. Aside from that direct study, topics treated will be: the aim and place of nature study and elementary science in the public school; relation of this study to other studies in the curriculum; methods of teaching elementary science; minimal essentials in elementary science for these grades. Much use will be made of the training school.

Texts:

The Teaching of Science, *Trafton*	Houghton-Mifflin

Educ. 23P—Primary Methods (Reading).

The psychology of reading; historic development of methods, as A, B, C, word, sentence, etc.; pre-primer reading; phonics; suitable reading material; the place of oral and silent reading; recent investigations in reading; diagnostic and remedial steps; minimal essentials. Much use will be made of the training school.

Texts:

Reading in the Primary Grades, *Jenkins*	Riverside Press
Teaching Children to Read, *Klapper*	D. Appleton
The Teaching of Reading, *Wheat*	Ginn
How to Teach Silent Reading to Beginners, *Watson*	Lippincott

Educ. 35P—Primary Methods (Story Telling, Language and Dramatization).

The place of oral and written language; nature study, games, stories, pictures, projects and other activities as a basis for language work; story telling —principles underlying, choice of material, learning and telling a selected number; dramatization, its educational value, relation to other subjects and place in the primary grades; spelling, kind and quantity, methods of teaching, recent investigations of, etc. "All these subjects should be unified and regarded as the beginnings of a child's English experiences." Much use will be made of the training school.

Texts:

The Teacher's Story Teller's Book, *O'Grady & Troop*..Rand-McNally
Stories and Story Telling, *Keyes*......................D. Appleton
Speaking and Writing English, *Sheridan*............Benj. Sanborn
How to Tell Stories to Children, *Bryant*..........Houghton-Mifflin
Stories to Tell to Children, *Bryant*................Houghton-Mifflin

Educt. 56P—Primary Number and Projects.

The psychology of arithmetic; development of number concept in primary grades; the place of drill; kind and amount of formal arithmetic in these grades; history of arithmetic and the development of methods; projects in nature study, games, and other activities as a basis for the formal number work; value of standardized tests and scales. Much use will be made of the training school.

Texts:

Number Helps, *Lockhart and others*.................Rand-McNally
How to Teach Primary Numbers, *Stone*............Benj. Sanborn
The Teaching of Primary Arithmetic, *Suzzalls*....Houghton-Mifflin
Number Projects for Beginners, *McLaughlin & Troxwell*...Lippincott
Teaching Primary Arithmetic, *Smith*.........................Ginn

Educ. 67P—Primary Curriculum.

The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study in the light of these; organization of primary curriculum; the place of projects and child activities as a basis for this organization. Much use will be made of the training school.

Texts:

Projects in Primary Grades, *Krakowizer*................Lippincott
A Project Curriculum, *Wells*...........................Lippincott
State Course of Study.

English

Eng. 11X, 22X, 33X—English Composition.

This subject covers a period of eighteen weeks, or three six-weeks terms. The first term is given in the preliminary summer school. That work should consist largely in oral and written composition, based on fundamental class weaknesses as revealed in some preliminary tests at beginning of the course. Some opportunity should be given in outlining and preparing speeches which would enhance the teacher's efficiency in the community, as well as in the class room.

The second term should strive to do two things, viz.: give the student an effective address, together with some skill and desirable habits of study. This would involve a knowledge of the fundamentals of English grammar with special attention to sentence structure, syntax and common errors; exercises to develop tone enunciation, articulation; study of phonetics and diacritical markings; the use of dictionaries, encyclopedias, note taking, on reading and lectures; outlining.

The third term should be a course in advanced composition, oral and written, with emphasis upon the power to collect material, organize ideas and effectively express them in narration, description, exposition, argumentation. Of course this would involve a study of paragraphing, use of words, rhetorical principles, as: unity, coherence, etc.

Texts:

Century Handbook of Writing, *Greever & Jones*	Century
Century Vocabulary Builder, *Greever & Bachelor*	Century
A Manual of Composition and Rhetoric, *Kittredge & Gardiner*	Ginn
A Handbook of Composition, *Worley*	Heath

ENG. 74G—AMERICAN LITERATURE.

This course has a twofold purpose: to give a background for the English and literature of the grammar grades; to understand American ideals as revealed through a study of its writers. Representative writers will be studied, among them Poe, Lanier, Emerson, Lowell, Whitman, Bryant, Hawthorne, Cooper. Some thought will be given to the history as revealed through a brief study of the lives of these men.

Texts:

Century Readings in American Literature, *Pattee*	Century
American Poetry, *Demille*	Allyn & Bacon
American Literary Readings, *Payne*	Rand-McNally

ENG. 6-9G—ENGLISH LITERATURE.

The purpose of and method of treatment in this course is similar to that of the course in American Literature. It will give a general survey of English Literature, but only types of literary excellence and historic significance can be considered.

Texts:

Slections from English Literature, *Payne & Hill*	Rand-McNally
Century Readings in English Literature, *Gunliffe, etc.*	Century

ENG. 85G—LITERATURE FOR GRAMMAR GRADES.

The purpose of this course is to acquaint the student with the best literature for children; to give him some power in the discrimination of such literature; and to give some knowledge of how to present the literature. Extensive reading, classification of types of literature, some practice in presenting material, story telling, etc., will constitute major part of the course. Among the types of literature studied are myths, Bible stories, tales of adventure, chivalry, romance, history, simple narrative and lyric poetry. State Course of Study and State adopted texts should form a basis for this work.

Texts:

Literature for Grammar Grades, *Cross & Statler.*
State adopted texts.

ENG. 74P—CHILDREN'S LITERATURE.

A critical study of literature for primary grades; types of literature; Mother Goose, non-sense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; study of State Course of Study and State adopted texts; bibliographies and use of the library.

Texts:

Children's Literature, *Curry-Clippinger*	Rand-McNally
Literature for Children, *Lowe*	Macmillan

ENG. 95P—READING AND SPEECH.

This course is designed to give the student (1) an effective address and ease in oral expression, (2) call attention to desirable qualities in a teaching voice, and (3) some skill in oral and silent reading. Much practice will be given in oral and silent reading for the purpose of improving teacher efficiency in that respect. The use of standardized tests and devices in improving silent reading will be a part of the course.

Texts:

Writing and Speaking English, *Sheridan*	Sanborn
Silent and Oral Reading, *Stone*	Houghton-Mifflin

Fine and Industrial Arts

DRAW. 31X—FUNDAMENTALS OF DRAWING.

This course aims to give certain skills which would be fundamental in teaching the drawing of the State Course of Study, as well as skills that would help in the teaching of all subjects of the elementary school curriculum. Abstracted, such topics as these should be considered: color theory; design; perspective; representation; illustration; picture study, etc. Media: charcoal, water colors, crayons, clay, etc. In giving skill in these topics use should be made of content of the elementary curriculum the teaching of which would demand such skill. The method of presentation in this course is a vital consideration.

Texts:

State Course of Study.
Bibliography, pages 572-74, State Course of Study.

DRAW. 72G—DRAWING FOR GRAMMAR GRADES.

The same general topics treated in Fundamentals of Drawing, with particular application to grammar grade subject matter. Design would have especial adaption to textiles, books, printing of letters, landscape and figure design on post cards, holiday greetings, posters. The State Course of Study should be used as a basis for this course.

Texts:

State Course of Study.
Bibliography, pages 572-74, State Course of Study.

DRAW. 72P—DRAWING FOR PRIMARY GRADES.

The same general topics as in Fundamentals of Drawing with special reference to the primary grades. The work should be closely correlated with all subject matter of the primary grades, but with the emphasis upon the art for those grades in the State Course of Study.

Texts:

State Course of Study.
Bibliography, pages 572-74, State Course of Study.

IND. ARTS 61P—INDUSTRIAL ARTS FOR PRIMARY GRADES.

This course means a great deal more than the commonly conceived notion of "handwork, busy work," etc. in the primary grades; much of that has little or no educational value. "Industrial arts education should give to the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, record as books, tools, machines, etc." The manipulation and work with clay, textiles, wood, paper, food, printing, and so on, should give to the child such an understanding and should develop standards of judgment and good taste. The work of these grades should center about the needs of the child in its relation to food, clothing, shelter, records, utensils, tools, etc. The method of presentation is a vital part of this course.

Texts:

Industrial Arts for Elementary Schools, *Bonser & Mossman* .... Macmillan
Purposeful Handwork, *McKee*..........................Macmillan
Seat Work and Industrial Occupations, *Gilman & Williams* .... Macmillan
Occupations for Little Fingers, *Sage & Cooley*......Chas. Scribners
Primary Handwork, *Dobbs*............................Macmillan

Geography

GEO. 62P—GEOGRAPHY AND NATURE STUDY FOR PRIMARY GRADES

These subjects are very closely correlated in the primary grades. At the very outset, the function, aim and place in the primary curriculum should be considered. With that established, consideration should then be given to content and methods. Among the content topics treated should be: Primitive life and occupations; observational effects of weather changes and climate on nature and life—what people do; certain physiographic changes and features which could be observed and appreciated; some acquaintance with the out-of-doors, common birds, butterflies, insects, animals, trees, flowers, etc.; methods of teaching such material. Use will be made of the State Course of Study, text books in geography and nature study, and professional books on these subjects.

Texts:

Home and Community Life, *Hartman*.................E. P. Dutton
Social and Industrial Studies for the Elementary School, *Welling & Calkins*..............................Lippincott
Home Geography for Primary Grades, *Fairbanks*....Educ. Pub. Co.

Nature Study, *Holtz*................................Scribners
Home Geography, *McMurry*............................Macmillan
State Course of Study.
Geography for Beginners, *Shepherd*..................Rand-McNally

GEO. 31X—PRINCIPLES OF GEOGRAPHY.

This is a foundation course for the later study of all geography. Since the major geographical factor in determining the distribution of people, what they do, how they live, etc., its climate, most emphasis will be put upon that topic. Topics: Weather and weather observations; elements of climate; temperature, winds, rainfall; application of these climatic principles to the distribution of population, industries, etc., in climatic regions of the world.

Texts:

Studies in the Principles of Geography, *Lacky*........Rand-McNally
Elements of Geography, *Salisbury, Barrows and Towers*
....Henry Holt
Principles of Human Geography, *Huntington and Cushing*
....John Wiley & Son

GEO. 72G—GEOGRAPHY OF NORTH AMERICA.

In this course major emphasis will be put upon the United States with some consideration to Canada, Alaska and Mexico. The work is organized around problems, illustrative of a very desirable method of teaching Georgraphy. Problems: "Why are the New England States preëminently a manufacturing section? Why are the North Central States the granary of the world? Should cotton be king of the South? Account for the sparseness of population in the West, etc." Complete answers to such questions involve use of the geographic facts of most consequence, and will organize and motivate the work. State adopted texts supplemented by considerable reference work form a basis for the course.

Texts:

Industrial Studies, North America, *Allen*......................Ginn
State adopted Texts, Supplementary Books for Library.
Major Geographic Regions of North America, *Clark &*
Whittlesey............................McKnight & McKnight

GEO. 83G—TYPES OF INDUSTRIES.

This course has both a geographical and sociological point of view. It will emphasize the geographical aspects of industries, as types of manufacturing, agriculture, trade, etc., and at the same time give some knowledge of the opportunities which such fields afford. Such a course might be colored somewhat with the "vocational guidance" motive; but its primary object is to make more intelligible the human occupations, and to prevent a narrow social and occupational point of view.

Texts:

Industry and Trade, *Bishop and Keller*......................Ginn
Description of Industry, *Adams*......................Henry Holt
We and Our Work, *Johnson*........American Viewpoint Co., N. Y.
Commerce and Industry, *Russell Smith*................Henry Holt

History and Social Sciences

HIST. 41X, 52X—AMERICAN HISTORY.

For the first six weeks an intensive study of United States History prior to 1812. Topics: Geographic conditions; colonizing agencies; types of local and colonial government; development of commerce, conflict with England; formation of the Union. Extensive reading and special reports.

During the second term an intensive study from 1812 through the Civil War and Reconstruction. Much use will be made of biographical study as a means of interpreting spirit of those days. Extensive reading and special reports.

Texts:

Our Republic, A History of the American People, *Forman*..	Century

HIS. 31G—EUROPEAN BACKGROUNDS.

Aim of this course is threefold, (1) to give the student a grasp of the subject matter for a similarly named course in our elementary schools, (2) to give an interpretive background to our American History, and (3) to give to the student an international viewpoint rather than a more restricted, national one. This course will deal with the economic, social and political life of the Greeks, Romans, Medieval life; feudalism, the rise of cities and medieval trade; development of the English race; Protestant and Puritan Revolutions; American Colonization—English, French and Spanish.

Texts:

The Foundation of American Nationality, *Greene*	American
History of Europe, Our own Times, *Robinson and Beard*......	Ginn

HIST. 94X—CITIZENSHIP.

The course attempts to study local, state and national government in operation, in the concrete. Topics: Qualifications for office for representatives of local, state and national officials; suffrage, all steps; taxation; institutions, how supported and function; office holding and our attitude toward it; the citizen and law enforcement.

Texts:

Our Dual Government, *Brooks*........................	Rand-McNally
Problems in American Democracy, *Williamson*........	D. C. Heath.
Readings in American Democracy, *Williamson*........	D. C. Heath.
Education for Democracy, *Brooks*...................	Rand-McNally

HIST. 63G—NORTH CAROLINA HISTORY.

A general political, economical, social and educational survey of the state. The outstanding feature of its history should be organized around such topics as: Sir Walter Raleigh's attempt at founding a colony; permanent settlements; North Carolina under the king; development of the state; North Carolina during the Revolutionary, Civil and World Wars; the present industrial and educational development.

Texts:

State Adopted Texts.

SOCIOL. 91X—SOCIAL PROBLEMS.

An intensive study of several social problems: crime, pauperism, juvenile delinquency; child labor; feeblemindedness; charities, race problem; immigration; Americanization. Relation of the school and teacher to these problems. Extensive reading; special individual report on some problem.

Texts:

Sociology and Modern Social Problems, *Ellwood*	American
Problems in American Democracy (Reference), *Williamson*	D. C. Heath

HIST. 73P—HISTORY MATERIAL FOR PRIMARY GRADES.

The aim of this course is to give the student a source of history material for primary grades, together with methods of presentation. Topics: History stories of Indian life; Bible stories; shepherd life; heroes of other lands; pioneers; explorers. Stories for special days, as Thanksgiving, Christmas, etc. Practice will be given in constructing and telling stories suitable for children from biographies, travel, etc. The State Course of Study and State adopted texts will constitute the chief basis for this work.

Texts:

The Child's Book of American Biography, *Stimson*	Little-Brown
Child's Book of American History, *Blaidsell & Ball*	Little-Brown
Long Ago People, *Lamprey*	Little-Brown
Children of History, Early Times, *Hancock*	Little-Brown
Children of History, Later Times, *Hancock*	Little-Brown
Pioneer History Stories, *McMurry*	Macmillan

RELIG. EDUC. 91X—RELIGIOUS EDUCATION.

The work of the public school in any community is materially influenced by the efficiency of the various religious and allied organizations that cooperate with the school in the moral training of the child. This unit course in Religious Education should, therefore, study: (1) The religious characteristics, needs, and interests of the child in different stages of development; (2) The relation of religious teaching to moral training. (3) The part of the Church and Sunday School and allied moral forces of the Community, such as Junior Red Cross, Boy Scouts, Camp Fire Girls, etc., in the religious and moral training of the elementary school child; (4) The practical opportunity of the teacher in the community to participate in the wholesome religious training of the child in the Sunday School and other organizations.

Music

MUSIC 51X—ELEMENTS OF MUSIC.

This course is intended to give the fundamentals necessary for grade teaching. Topics: Sight singing, ear training; reading and dictation; rote songs; child voice, etc.

Texts:

Progressive Music Series	Silver-Burdett
Hollis-Dann Music Series	American
Education Through Music, *Farnsworthy*	American

MUSIC 92G—MUSICAL APPRECIATION FOR GRAMMAR GRADES.

The need for music appreciation; sources of the enjoyment of music; rhythm, melody, song, instrumental; correlation of music with other arts, pictures, poetry, dance; correlation of music with other subjects, as, nature study, reading, geography, history, physical education, special days, etc., biography of great musicians. The basis of this work will come largely through use of the Victrola.

Texts:

Listening Lessons in Music, *Fryberger*..............Silver-Burdett
Musical Appreciation with the Victrola for children,
..................................Victor Talking Mch. Co.

MUSIC 92P—MUSICAL APPRECIATION FOR PRIMARY GRADES.

The treatment of this course will be similar to Musical Appreciation for Grammar Grades, with adaptation for the primary grades.

Texts:

Same as for grammar grades.

Physical Education

PHYS. EDUC. 11X—PLAYS AND GAMES (GENERAL).

This course is given the first summer school. For the most part the teachers of whom this work is required, will work in one or two teacher schools. The course is designed to make such teachers as efficient as possible on the playground—in play and recreation, in the class room, in matters of health and sanitation, and in the community. Topics: Value of play; games suitable for different ages of childhood; playground apparatus; first aid; health crusades; field meets and community fairs.

Texts:

The Pedagogy of Physical Training, *Crampton*..........Macmillan
School Program in Physical Education, *Hetherington*
....World Book Co.
Physical Training for the Elementary Schools, *Clark*..Benj. Sanborn

PHYS. EDUC. 42G—PHYSICAL EDUCATION FOR GRAMMAR GRADES.

Psychological basis of play; games suitable for children at this stage of mental and physiological development; health habits, in school and out; play and fatigue; good health in relation to citizenship.

Texts:

Games for the Playground, etc., *Bancroft*................Macmillan
Social Games and Group Dances, *Elsom & Trilling*....Lippincott

PHYS. EDUC. 42P—PLAYS AND GAMES FOR PRIMARY GRADES.

Treatment similar to that in Physical Education for Grammar Grades, with special reference to primary grades. The plays, games, etc., would of necessity be quite different because of a different psychological basis.

Texts:

Education by Plays and Games, *Johnson*......................Ginn
Spontaneous and Supervised Play in Childhood, *Sies*..Macmillan
Games for the Playground, etc., *Bancroft*................Macmillan

Writing

WRIT. 21X—WRITING (SKILL).

A justification for legible handwriting is found in its value in teaching all other subjects, as well as its social value. This course then should be required of all students who cannot make a reasonable score on the Ayres or Thorndike Scales. The course is primarily for skill. The method will be in accordance with Palmer's Method of Business Writing, or a similar text.

Texts:

Zaner-Bloser Writing Method.
Palmer Method of Business Writing.

WRIT. 82P—WRITING (TECHNIQUE).

The psychology of handwriting; teaching writing in the primary grades; blackboard writing; standard scales for judging handwriting. Additional skill may be required as the technique of this course is developed.

Texts:

The Teaching of Handwriting, *Freeman*..........Houghton-Mifflin
Zaner-Bloser Writing Method.
Palmer Method of Business Writing.

SCHOOL LEGISLATION

[illegible]

GENERAL ASSEMBLY OF NORTH CAROLINA

[illegible]

[illegible]

[illegible]

Educational Publication No. 87 Division of Publication No. 20

SCHOOL LEGISLATION

ENACTED BY THE

GENERAL ASSEMBLY OF NORTH CAROLINA

REGULAR SESSION 1925
and
EXTRA SESSION 1924

MAY 20, 1775

PUBLISHED BY THE
State Superintendent of Public Instruction
Raleigh, N. C.

PREFATORY NOTE

Since the School Code of 1923 was enacted the following sections have been amended by the Extra Session of 1924:

Section 61 (condemnation of school sites)
Section 73-a (county-wide plan)
Section 232 (joint districts)
Section 257 (bond elections)
Section 263 (bond election in cities)

Section 3910 of the Consolidated Statutes relating to the treasurer's commission was amended in the Extra Session of 1924.

The following sections of the School Code were amended by the General Assembly of 1925:

Section 60 (loan funds and building inspection)
Section 64 (building aid to charter districts)
Section 79 (boundary lines of charter districts)
Section 175 (assumption of district debt)
Section 177 (salary fund for charter schools)
Section 179 (district debt may be assumed)
Section 187 (levy for Operating and Equipment Fund)
Section 194 (charter districts and county fund disputes)
Section 220 (petitions for local tax elections)
Section 223 (local tax rates in charter districts)
Section 226 (enlargement of districts)
Section 230 (boundaries of charter districts)
Section 245 (local tax rates under county tax)
Section 336 (text-book distribution)
Section 347 (compulsory attendance)
Section 351 (evidence compulsory attendance violation)

The following changes were made in 1925, in laws relating to schools which were not included in the 1923 School Code:

Section 16 of chapter 179, Laws of 1921 (school census)
Chapter 120, Extra Session, 1924 Laws (county bonds without a vote)
Section 278-a, new section added to code (effect of the school code on private bond acts)
Section 5652, Consolidated Statutes (date of teachers' examination)

The changes indicated above, together with the legislation embraced in the school law pamphlet published in 1923 comprises the complete school law now in effect in the State.

CONTENTS

1925 LEGISLATION

PAGE

Equalizing Fund (section 2-a of 1925 appropriation act) 5

An act to protect school children riding in public school busses upon the public roads and highways of the State 6

An act to regulate the speed of busses carrying school children 6

An act to provide for fire drills in the public schools 6

An act to create an Educational Commission 7

An act to provide for recording in the office of the State Auditor statements concerning bonds and notes of counties, townships, school districts, municipal corporations and taxing districts, and making effectual the means of payment provided for said securities and to provide for supervision of such means by the State Auditor, and making noncompliance with the terms of this act a misdemeanor 8

An act to provide for registration in the name of the owner of bonds of counties, cities, towns, school districts and school taxing districts 11

An act to authorize disbursing officers of counties, cities, towns, townships, school districts and school taxing districts to pay and to contract to pay fiscal agency fees for the payment of bonds and coupons 12

An act to appoint the boards of education in the respective counties of North Carolina 12

Authorizing the issuance of school bonds without a vote of the people (chapter 120, Laws of Extra Session 1924, as amended 1925) 17

Retention of 15 per cent of loan funds until buildings are inspected and approved (section 60, School Code, as amended) 17

School census amendment (section 16, chapter 179, Public Laws of 1921, as amended) 18

Distribution of text-books (section 336, School Code, as amended. Penalty for violation) 18

The enlargement of local tax or special charter districts (section 226, School Code; section 5646, Consolidated Statutes, Vol. III, as amended. Section 2 of the amendatory act relates to the county-wide plan) 19

Changing the boundary lines of special charter districts (section 79 of the School Code, as amended) 20

Petitions for local tax elections (section 220 of the School Code, as amended) 20

Increasing local tax rates in charter and local school districts (section 223 of the School Code, as amended) 20

Enlarging boundaries of district within an incorporated city or town (section 230 of the School Code, as rewritten) 20

PAGE
New section relating to the effect of chapter 95, Consolidated Statutes, upon local or private bond acts (section 278-a added to the School Code after section 278) 22
How to estimate the salary fund for the special charter or city schools (section 177 of the School Code, as amended) 22
Settlement of disagreement of county and charter boards of education as to division of school funds (section 194, School Code, as amended) 22
County boards authorized to aid charter districts in the erection of schoolhouses (section 64, School Code, as amended) 24
Relating to local tax rates when county special tax has been voted (section 245, School Code, as amended) 24
The date for teachers' examinations (sections 5652 and 5578, Vols. II and III, C. S., as amended) 25
The levy for the Operating and Equipment Fund (section 187, School Code, as amended) 25
District indebtedness, when assumed by the county, is to be included in the budget (section 175, School Code, as amended) 26
District indebtedness may be assumed by the county as a whole (section 179, School Code, as amended) 26
Private schools and compulsory attendance (section 347, School Code, as amended) 23
Compulsory attendance law, prima facie evidence of violation (section 351, School Code, as amended) 24

1924 EXTRA SESSION LEGISLATION

Condemnation of school sites (section 61, School Code, as amended) 27
The county-wide plan (section 73-a, School Code, as amended) 27
Bond elections (section 257, School Code, as amended) 29
Bond elections in cities (section 263, School Code, as amended) 29
Treasurer's commission (section 3910, Consolidated Statutes, as amended)) 30
Local tax districts from portions of contiguous counties (section 232, School Code, as rewritten) 31

SCHOOL LEGISLATION

ENACTED BY THE GENERAL ASSEMBLY, SESSION OF 1925*

THE EQUALIZING FUND [Sec. 2 (a) of the Appropriation Act]

SEC. 2. (a) That since the total amount of the Equalizing Fund apportioned for teachers', principals' and superintendents' salaries to the several counties of the State for the year one thousand nine hundred twenty-three-twenty-four was $1,164,461.97, the same amount shall be apportioned to the same counties and on the same basis for the year one thousand nine hundred twenty-five—twenty-six, and for the year one thousand nine hundred twenty-six—twenty-seven. The remainder of the Equalizing Fund for the year one thousand nine hundred and twenty-five—twenty-six and for the year one thousand nine hundred and twenty-six—twenty-seven shall be apportioned as provided below:

The Governor, within thirty days after the ratification of this act, shall appoint a special commission of five members to be known as "The Equalizing Fund Commission." Said commission shall meet within ten days after their appointment and organize by the election of a chairman and secretary and enter upon the discharge of their duties. It shall be the duty of said commission to apportion the remainder of the equalizing fund, and in doing so it shall consider the various factors which in its judgment will bring about a more equalized distribution of the Equalizing Fund for schools provided in this act, giving due regard to the school population, the distribution of wealth, the burden of taxation, the valuation of the property, and the educational needs generally of the several counties of the State.

Said commission shall have authority to apportion the remainder of the Equalizing Fund on any basis that it may adopt which will give a fair and just apportionment to those counties that need it most, but no county shall receive any of this remainder until it has levied a tax on its present property valuation of at least forty-four (44) cents on the one hundred dollars for teachers', principals' and superintendents' salaries. When the said commission by a majority vote shall have reached a decision for each year, it shall certify its findings to the State Superintendent of Public Instruction on or before the first day of June, and the State Superintendent of Public Instruction shall put the same into effect.

The members of said commission shall receive ten dollars per day for not exceeding ten days in any one year, the same to be in lieu of all per diem and expenses, and to be paid from the Equalizing Fund.

1925, c. —, s. 2 (a).

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*Amendments are printed in italics.

AN ACT TO PROTECT SCHOOL CHILDREN RIDING IN PUBLIC SCHOOL BUSES UPON THE PUBLIC ROADS AND HIGHWAYS OF THE STATE.

The General Assembly of North Carolina do enact:

SECTION 1. That no person operating any motor vehicle on the public roads shall pass, or attempt to pass, any public school bus while the same is standing on the said public roads taking on or putting off school children, without first bringing said motor vehicle to a full stop at a distance not less than fifty feet from the said school bus.

SEC. 2. That any person violating the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be fined not to exceed fifty dollars, or imprisoned not to exceed thirty days.

SEC. 3. That all laws and clauses of laws in conflict with the act are hereby repealed.

SEC. 4. That this act shall be in force and effect from and after its ratification.

Ratified this the 10th day of March, 1925.

1925, c. —.

AN ACT TO REGULATE THE SPEED OF BUSES CARRYING SCHOOL CHILDREN

The General Assembly of North Carolina do enact:

SECTION 1. That any person operating a bus carrying school children to or from the schools in this State who shall travel at a greater rate of speed than twenty-five miles per hour along any public street or public highway in the State of North Carolina shall be guilty of a misdemeanor, and shall be punished by a fine not in excess of the sum of fifty dollars.

SEC. 2. That this act shall be in force from and after its ratification.

Ratified this the 10th day of March, 1925.

1925, c. —.

AN ACT TO PROVIDE FOR FIRE DRILLS IN THE PUBLIC SCHOOLS IN NORTH CAROLINA

The General Assembly of North Carolina do enact:

SECTION 1. Amend section five thousand five hundred and forty-two of the Consolidated Statutes by adding after the word "Provide" in line two of said section the following: "A pamphlet containing printed instructions for properly conducting fire drills in schools, and the superintendent or principal of every public school in this State shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all ways of egress, and the Insurance Commissioner and Superintendent of Public Instruction shall further provide": *Provided*, this amendment shall not apply to schools taught in one-story houses.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 6th day of March, 1925.

1925, c. —.

AN ACT TO CREATE AN EDUCATIONAL COMMISSION

Whereas it appears advisable to make a complete investigation of the cost of and the means of collecting and disseminating accurate and full information as to the educational needs of the State in respect of its system of common schools and higher institutions of learning, in order to promote the interest of education generally; and

Whereas it is necessary to determine, both inclusively and exclusively, the cost to as well as the duty of the State in the operation of its educational system: Now, therefore,

The General Assembly of North Carolina do enact:

SECTION 1. That an educational commission is hereby created, to be composed of twelve members, to be appointed by the Governor.

SEC. 2. That the said commission shall be appointed on or about the first day of July, one thousand nine hundred and twenty-five, and immediately after they accept such appointment shall take an oath to be administered by some person authorized by law to administer oaths, to perform their duties faithfully and to the best of their ability.

SEC. 3. That the said commission shall serve without compensation, except they may be allowed their actual, railroad, or other expense incurred in traveling and their expenses of sustenance, in addition thereto, not to exceed six dollars per day, and their account for such expenses shall be approved by the Budget Bureau and paid out of any funds under the control of the State Board of Education, in the same manner as other administrative expenses of said board are paid.

SEC. 4. That the said commission shall meet at the call of the Governor, in the city of Raleigh, and organize by the election of a chairman and a secretary, and the secretary of this commission need not be a member thereof, and the State Board of Education shall furnish such clerical assistance as may be necessary, the expense thereof to be paid out of any fund under its control.

SEC. 5. The said commission shall have power and shall be charged with the following duties:

(*a*) To make a complete investigation and survey of the common school system now in use in this State.

(*b*) To make a complete investigation and survey of the system of higher education now in use in this State.

(*c*) To make a complete investigation of the State Equalizing Fund and its administration in the several counties of the State.

(*d*) To investigate the method of determining the cost of the various phases of the operation of the State Educational System, both as to institutions of higher learning, and as to the conduct of high school and grammar school systems now in use.

(*e*) To collect, compile and disseminate educational data and information, in order to give the people of the State the complete status of the cost and results of the State's educational activities.

(*f*) To do or perform any other thing or duty which, in the opinion of the said commission, is proper and necessary, with reference to the relation of the public to the present system of higher and common school education in this State.

SEC. 6. That the policy and purpose of this act and of the commission hereby created shall be constructive and for the purpose of devising a means of informing the public, at a minimum cost, fully in regard to the State's educational problems, and for the purpose of aiding and helping in the conduct of all phases of the common school and higher educational system in North Carolina.

SEC. 7. That the said commission shall continue in office until, in the opinion of the Governor, they have completed the purposes of this act and shall have filed their report. The report of the commission and all information collected shall be transmitted to the General Assembly by the Governor, with such suggestions and recommendations as he may deem necessary.

SEC. 8. The Governor is authorized to appoint as members of said commission such persons as may now be officers or employees of the State, or of any of its institutions, and such officers or employees shall receive their actual expenses, as herein provided.

SEC. 9. That all laws and clauses of laws in conflict herewith, to the extent of such conflict, are hereby repealed.

SEC. 10. That this act shall be in force from and after its ratification.

Ratified this the 9th day of March, 1925.

1925, c. —.

AN ACT TO PROVIDE FOR RECORDING IN THE OFFICE OF THE STATE AUDITOR STATEMENTS CONCERNING BONDS AND NOTES OF COUNTIES, TOWNSHIPS, SCHOOL DISTRICTS, MUNICIPAL CORPORATIONS, AND TAXING DISTRICTS, AND MAKING EFFECTUAL THE MEANS OF PAYMENT PROVIDED FOR SAID SECURITIES AND TO PROVIDE FOR SUPERVISION OF SUCH MEANS BY THE STATE AUDITOR, AND MAKING NON-COMPLIANCE WITH THE TERMS OF THIS ACT A MISDEMEANOR.

Whereas the default in payment of a single day of the interest or principal of bonds or notes issued by any county, township, school district, municipal corporation, or taxing district results not only in discredit to the obligor but seriously affects the credit of the State itself and all of its political subdivisions; and

Whereas, in order to protect the credit of the State and all of its subdivisions, it is imperative to provide State supervision of the means and methods for payment of such principal and interest promptly as the same falls due: Now, therefore,

The General Assembly of North Carolina do enact:

SECTION 1. That this act shall be known as "The Municipal Bond Recording Act."

SEC. 2. That on or before June first, one thousand nine hundred and twenty-five, it shall be the duty of the clerk or secretary or other recording officer of each board in the State of North Carolina which has heretofore authorized the issuance of county, township, school district, taxing district or municipal bonds or notes having a fixed maturity of one year or more from the date thereof to file with the State Auditor a statement giving the amount of such bonds or notes then outstanding, their date, the time or times of maturity thereof and of the interest payable thereon, the rate of interest borne, the place or places at which the principal and interest are payable, the denomination of the bonds or notes, and the purpose of issuance. The statement shall also contain the name of the board in which is vested the authority and power to levy the taxes for the payment of the principal and interest of said bonds or notes, and a reference to the law under which said bonds or notes are issued. The State Auditor shall record substance of such statement, and also the substance of similar statements recorded by the law repealed by this act, in a book or books to be provided for that purpose.

Sec. 3. It shall be the duty of the recording officer of the governing body or board which shall hereafter authorize any bonds of a county, township, school district, municipality or taxing district, having a fixed maturity of at least one year after the date thereof, to file with the State Auditor a statement giving the amount so authorized, their date, the time or times of maturity thereof, and of the interest payable thereon, the rate of interest to be borne, the place or places at which the principal and interest will be payable, the denomination thereof, and the purpose of issuance; and said statement shall also contain the name of the board in which is vested the authority and power to levy the taxes for the payment of the principal and interest of such bonds and a reference to the law under which such bonds are to be issued, and no such bonds shall be valid until such statement shall have been filed. The State Auditor shall record the substance of such statement in a book or books to be provided for that purpose, and upon request of such recording officer shall issue his certificate to the effect that the statement required by this act has been filed and recorded, and such certificate shall be conclusive evidence of the fact of filing and recording in any action or dispute in relation to the validity of such bonds.

Sec. 4. It shall be the duty of the State Auditor to prepare and furnish to all counties, townships, school districts, taxing districts and municipal corporations throughout the State, blank forms upon which such statements may be made, and to keep the statements made pursuant to this law in proper file, properly indexed.

Sec. 5. It shall be the further duty of the State Auditor to mail to the recording officer of each board having the power to levy taxes for the payment of the principal or interest of such obligations, as to which statements have been so filed, at least thirty days before the time for the levy of taxes in each year, a statement of the amount to be provided by taxation or otherwise for the payment of the interest accruing upon such bonds or notes within the following year, and for the payment of the bonds then maturing.

Sec. 6. It shall be the further duty of the State Auditor to mail to the treasurer or other disbursing officer of every county, township, school district, municipality, and taxing district as to which statements have been filed as provided by this act, at least thirty days before each date upon which any installment of principal or interest of such bonds or notes thereof become payable, a statement of the amount of such payment to be made and the place of payment, and a reference to the obligation upon which such payment is required.

SEC. 7. If any board whose duty it shall be to provide for the payment by taxation, or otherwise, of the principal or interest of any such bonds or notes mentioned in sections two and three of this act shall wilfully fail or refuse to make provision for such payment by the levy of such taxes as are authorized to be levied therefor, or otherwise, at or before the time provided for such tax levy, any member thereof who shall be present at the time for such levy who shall not have voted in favor thereof, or who shall not have caused his request that such provision be made to be recorded in the minutes of the meeting, shall forfeit and pay to any taxpayer or any holder of such obligations or interest coupons who sues for the same the sum of two hundred dollars ($200) for each such failure, and also all damages caused thereby.

SEC. 8. If any officer whose duty it shall be to pay any of such principal or interest or to remit funds for such payment to the promised place for the payment thereof shall fail or refuse so to do in sufficient time and in sufficient amount for such payment, and if funds for such payment shall be in the hands of such officer, whether or not such payment or remission for payment shall have been ordered or forbidden by any board or officer, the officer so failing or refusing shall be guilty of a misdemeanor, and shall forfeit and pay to any taxpayer or any holder of such obligations or interest coupons who sues for the same the sum of two hundred dollars ($200) for each such failure, and also all damages caused thereby.

SEC. 9. Any member of any board who shall knowingly and wilfully violate the provisions of this act by voting for any appropriation of money raised by taxation or otherwise for the payment of the interest and principal or sinking fund of any such bonds or notes to any other purpose until all of such principal and interest shall have been paid, and any disbursing officer who shall knowingly and wilfully violate the provisions of this act by paying out any of such funds to any other purpose than the payment of such principal and interest until all of such interest and principal shall have been paid, whether or not such payment shall have been ordered or forbidden by any board, shall be guilty of a misdemeanor, punishable by fine or imprisonment, or both, in the discretion of the court.

SEC. 10. If any officer whose duty it shall be to file any statement required by section 2 of this act shall fail or refuse to file such statement by June 1, 1925, or if any officer whose duty it shall be to file any statement required by section 3 of this act shall fail or refuse to file such statement before the delivery of the bonds or notes concerning which such statement is required, the officer so failing or refusing shall be guilty of a misdemeanor and shall forfeit and pay to any taxpayer or any holder of such obligations or interest coupons who sues for the same the sum of two hundred dollars ($200) for each such failure, and also all damages caused thereby.

SEC. 11. That the statements which the State Auditor is herein required to mail under sections five and six of this act shall be accompanied by statements of provisions of this act as to penalties and forfeits and misdemeanors for failure to comply with the duties referred to in such statements.

SEC. 12. That if the State Auditor shall fail to perform any duty imposed upon him by this act, he shall forfeit and pay to any taxpayer or any holder of such obligations or interest coupons who sues for the same the sum of two hundred dollars ($200) for each failure, and also all damages caused thereby.

Sec. 13. That all laws or parts of laws in conflict herewith are hereby repealed, including chapter 1, Public Laws of 1921, Extra Session, and chapter 123, Public Laws of 1923.

Sec. 14. That this act shall be in force and effect from and after its ratification.

Ratified this the 6th day of March, 1925.

1925, c. —.

AN ACT TO PROVIDE FOR REGISTRATION IN THE NAME OF THE OWNER OF BONDS OF COUNTIES, CITIES, TOWNS, SCHOOL DISTRICTS, AND SCHOOL TAXING DISTRICTS.

The General Assembly of North Carolina do enact:

Section 1. That this act shall be known as "The Municipal Bond Registration Act."

Sec. 2. That each county, city, town, school district and school taxing district which has issued or shall hereafter issue bonds in its own name, and each county, city, and town which has issued or shall hereafter issue bonds in behalf of a school district or school taxing district, is hereby authorized to keep in the office of its treasurer or financial agent or its clerk, or in the office of the bank or trust company appointed by its governing body as bond registrar, a register or registers for the registration as to principal of such bonds in the name of the owner thereof, in which it may register any such bond as to principal at the time of its issue, or at the request of the holder thereafter. Such registration shall not affect the payment of interest, but such interest shall continue to be made upon the presentation and surrender of interest coupons if issued, but after such registration as to principal, the principal shall be payable to the person in whose name registered or to the person in whose name the bonds registered may be transferred on such register by the registered owner in person or by attorney, upon presentation to the bond registrar, accompanied by delivery of a written instrument of transfer in a form approved by the bond registrar, executed by the registered owner: *Provided, however*, that a registered bond may be discharged from registry by a transfer to bearer registered as herein provided. Upon the registration or transfer of a bond as aforesaid, the bond registrar shall note such registration or transfer on the back of the bond.

Sec. 3. That the powers herein granted are not in substitution of existing powers but in addition thereto.

Sec. 4. That this act shall be in force and effect from and after its ratification.

Ratified this the 6th day of March, 1925.

1925, c. —.

AN ACT TO AUTHORIZE DISBURSING OFFICERS OF COUNTIES, CITIES, TOWNS, TOWNSHIPS, SCHOOL DISTRICTS, AND SCHOOL TAXING DISTRICTS TO PAY AND TO CONTRACT TO PAY FISCAL AGENCY FEES FOR THE PAYMENT OF BONDS AND COUPONS.

The General Assembly of North Carolina do enact:

SECTION 1. That this act shall be known as "The Municipal Fiscal Agency Act."

SEC. 2. That whenever any county, city, town, township, school district or school taxing district is or shall be authorized or permitted to make payments of bonds or coupons issued by it or in its behalf at any place other than within such county, city, town, township, school district or school taxing district, and such bonds or coupons are by their terms payable at such other place, it shall be lawful for the officer disbursing the funds for such payment to pay the reasonable fees of the bank, trust company or other agency making payment at such place, and to agree to pay such fees at a fixed rate throughout the term of the bonds as to which such payment is to be made at such place; but no fee in excess of one-fourth of one per cent of the amount of interest paid and one-eighth of one per cent of the amount of principal paid shall be deemed reasonable.

SEC. 3. That this act shall be in force and effect from and after its ratification.

Ratified this the 9th day of March, 1925.

1925, c. —.

AN ACT TO APPOINT THE BOARDS OF EDUCATION IN THE RESPECTIVE COUNTIES OF NORTH CAROLINA

The General Assembly of North Carolina do enact:

SECTION 1. The hereinafter named persons are appointed members of the county board of education for the several counties in the State, to fill the vacancies which will occur in the board of education of the several counties in the State on the first Monday in April, 1925, and the following named persons are hereby appointed to the respective boards of education of the several counties in the State for the term set opposite their names below, to wit:

Alamance—C. P. Albright, E. J. Baxton, W. R. Sellars, J. J. Lambeth, J. E. Sellars, each for the term of two years.

Alexander—A. C. Deal, for the term of six years; A. C. Payne, for the term of four years; B. F. Hines, for the term of two years.

Alleghany—John Gambill, for the term of six years.

Anson—J. A. Boggan, Jr., for the term of six years; Paul J. Kiker, for the term of four years; J. L. Little, for the term of two years.

Ashe—F. M. Miller, J. E. Gentry, J. W. Duncan, each for the term of six years.

Avery—M. C. Biggerstaff, for the term of two years.

Beaufort—J. B. Sparrow, for the term of six years; W. W. Hooker, T. R. Tyer, each for the term of four years; H. C. Bragaw, W. J. Justus, each for the term of two years.

Bertie—M. B. Gillam, R. A. Urquhart, W. A. Tayloe, T. A. Smithwick, D. R. Britton, each for the term of two years.

Bladen—N. A. Regan, for the term of six years; J. Fletcher Council, for the term of two years.

Brunswick—Frank Galloway, R. T. Williams, J. L. Stone, each for the term of two years.

Buncombe—S. G. Bernard, G. D. Carter, J. T. Roberts, R. B. Williams, Herbert Williams, each for the term of two years.

Burke—J. E. Coulter, W. E. McConnaughey, J. P. Bumgarner, A. N. Dale, L. F. Brinkley, each for the term of two years.

Cabarrus—W. R. Odell, for the term of six years; R. L. Hartsell, for the term of four years; G. G. Allen, for the term of two years.

Caldwell—R. M. Smith, for the term of six years; J. A. Bush, Jr., for the term of four years; W. H. Livingston, for a term of two years; and hereafter the board shall consist of five members, but they shall not receive in excess of three dollars ($3.00) the day for their services.

Camden—Thomas Whaley, T. B. Godfrey, J. W. Jones, each for the term of two years.

Carteret—James R. Morris, for the term of six years; Charles V. Webb, for the term of four years; W. H. Taylor, for the term of two years.

Caswell—J. O. Fitzgerald, S. T. Fuqua, J. M. Williams, W. A. Maynard, M. C. Winstead, each for the term of two years.

Catawba—Fred T. Foard, W. G. Bandy, each for the term of two years.

Chatham—M. M. Bridgers, for the term of six years; T. B. Bray, for the term of four years; G. M. Womble, for the term of two years; N. J. Wilson, for the term of four years.

Cherokee—Mrs. W. B. Fisher, J. F. Palmer, T. T. Johnson, each for the of two years.

Chowan—Thomas W. Elliott, B. W. Evans, W. D. Welch, each for the term of two years.

Clay—John O. Smith, J. Arthur Penland, Ed Crawford, each for the term of two years.

Cleveland—A. P. Speight, J. T. S. Mauney, Carme Elam, L. H. Patterson, W. A. Ridenhour, each for the term of two years.

Columbus—M. B. McCauley, J. L. Lewis, J. A. Powell, H. G. Avent, Dr. C. F. Shelton, each for the term of two years.

Craven—Dr. J. F. Patterson, J. E. Wetherington, L. H. Cannon, each for the term of two years.

Cumberland—H. S. Averitt, for the term of six years.

Currituck—W. H. Gallop, W. W. Jarvis, Clyde Mathias, each for the term of two years.

Dare—Samuel A. Griffin, O. C. Fulcher, Calvin E. Payne, W. S. Baum, E. N. Baum, each for the term of two years.

Davidson—C. W. Stokes, for the term of two years.

Davie—I. P. Graham, for the term of six years.

Duplin—D. Stokes Williams, for the term of six years; H. H. Carlton, for the term of four years.

Durham—J. D. Hamlin, W. I. Cranford, H. G. Heddrick, J. B. Mason, H. L. Umstead, each for the term of two years.

Edgecombe—M. G. Mann, R. A. Stancil, H. L. Brake, each for the term of two years.

Forsyth—J. L. Griffith, P. Frank Hanes, George Miller Hinshaw, each for the term of two years.

Franklin—T. H. Dickens, A. F. Johnson, each for the term of six years; W. A. Mullin, J. H. Joyner, each for the term of four years; E. L. Green, for the term of two years.

Gaston—S. M. Boyce, J. H. Rudisill, C. E. Hutchinson, each for the term of two years.

Gates—J. C. Holland, Martin Kellogg, E. A. Benton, each for the term of two years.

Graham—S. P. Harwood, T. A. Morphew, D. T. Hyde, each for the term of two years.

Granville—F. M. Pennix, E. N. Clement, Dr. R. G. Rogers, C. H. Cheatham, H. M. Hobgood, each for the term of two years.

Greene—J. E. Allbritton, W. A. Dilda, each for the term of four years; W. H. Debnam, W. D. Cobb, L. A. Mewborn, each for the term of two years.

Guilford—C. H. Ireland, Dred Peacock, Dr. C. S. Gilmer, D. M. Chrismon, S. E. Coltrane, each for the term of two years.

Halifax—Fletcher H. Gregory, C. H. Leggett and W. F. White, each for the term of two years.

Harnett—H. S. Holloway, D. P. Ray, E. W. Smith, each for the term of two years.

Haywood—J. T. Bailey, J. Bowden Smathers, F. W. Messer, Hugh J. Sloan, R. W. Howell, each for the term of two years.

Henderson—Floyd E. Osborne, for the term of four years; J. W. Morgan, for the term of two years; J. A. Hudgens, for the term of six years.

Hertford—J. E. Vann, G. C. Picott, C. W. Parker, each for the term of two years.

Hoke—Jesse Gibson, J. A. Hodgin, J. B. Thomas, Louis Parker, J. M. Downer, each for the term of two years.

Hyde—Isaiah R. Credle, Brock Marshall, Zeb Watson, each for the term of two years.

Iredell—F. B. Gaither, J. F. Brawley, W. H. Hunter, A. L. Mills, W. C. Wooten, each for the term of two years.

Jackson—R. R. Fisher, G. T. Cooper, John Henderson, S. W. Enlow, W. T. Dietz, each for the term of two years.

Johnston—W. G. Wilson, Geo. F. Woodard, P. B. Johnson, each for the term of two years.

Jones—A. C. Foscue, for the term of six years; R. P. Bender, for the term of two years; F. J. Koonce, for the term of four years.

Lee—E. R. Buchan, J. C. Watson, D. E. Shaw, each for the term of two years.

Lenoir—W. B. Becton, R. G. Hodges, Thad Turner, J. E. May, E. V. Webb, each for the term of two years.

Lincoln—Kemp B. Nixon, R. E. Proctor, M. S. Rudisill, each for the term of two years.

Macon—S. H. Lyle, N. L. Barnard, H. M. Bascom, each for the term of two years.

Madison—N. B. McDevitt, for the term of four years; Thomas Frisbee, for the term of four years; Jasper Ebbs, for the term of six years; Yates Ammons, for the term of two years; Dan T. Haynie, for the term of two years; Thomas Frisbee and Dan T. Haynie will assume office from and after the date of the ratification of this act and their qualification as required by law; the term of the said Jasper Ebbs will expire on the first Monday in April, 1931, and the term of the said Dan T. Haynie will expire on the first Monday in April, 1927.

Martin—John A. Getsinger, Javin Rogers, K. B. Crawford, W. H. Holliday, B. M. Worsley, each for the term of two years.

McDowell—M. B. Flack, for the term of six years; T. W. Stacey, for the term of four years; J. S. Bradley, for the term of two years.

Mecklenburg—Plummer Stewart, for the term of six years.

Mitchell—D. T. Fortner, W. C. Berry, W. W. Bailey, each for the term of two years.

Montgomery—W. B. Cochran, J. J. Russell, Chas. J. McLeod, each for the term of two years.

Moore—Henry A. Page, Sr., H. H. Lawhorn, J. R. McQueen, W. G. Carter, C. C. Jones, each for the term of two years.

Nash—Frank V. Avent, C. D. Jones, A. F. Manning, each for the term of two years.

New Hanover—J. Lawrence Sprunt, for the term of six years; Dr. C. P. Bolles, for the term of two years.

Northampton—J. W. Weaver, E. S. Bowers, A. L. Lassiter, each for the term of two years.

Onslow—D. F. Howard, J. B. Petteway, F. B. Pittman, each for the term of two years.

Orange—Sterling Browning, M. P. Efland, Chas. A. McDade, each for the term of two years.

Pamlico—Jesse Y. Sawyer, Major E. Broughton, each for the term of two years.

Pasquotank—J. M. LeRoy, for the term of two years; W. G. Cox, for the term of four years; D. W. Morgan, for the term of six years.

Pender—T. J. Henry, for the term of six years; H. M. Page for the term of four years; G. F. Moore, for the term of two years.

Perquimans—Thomas Nixon, Robert H. Welch; James H. Miller, each for the term of two years.

Person—W. R. Wilkerson, A. M. Burns, R. L. Harris, Dr. O. G. Davis, J. A. Fogleman, each for the term of two years.

Pitt—John T. Thorne, W. H. Woolard, each for the term of six years; L. C. Arthur; G. T. Gardner, each for the term of four years.

Polk—E. M. Salley, for the term of four years; Grover Feagan, Miss M. I. Flentye, each for the term of two years.

Randolph—L. F. Ross, for the term of six years; J. A. Martin, for the term of four years; John F. Hughes for the term of two years.

Richmond—D. A. Parsons, W. N. Everett, Jr., each for the term of six years; J. M. Dockery, J. P. Gibbons, each for the term of four years; Nelson Gibson, for the term of two years.

Robeson—W. D. Johnson, C. T. Pate, John B. McLeod, for the term of six years each; Mrs. W. A. Bullock, Mrs. W. M. Oliver, each for the term of two years.

Rockingham—C. P. Wall, Eugene Irvin, A. D. Hopkins, Jesse Roberts, and A. W. Dunn, each for the term of two years.

Rowan—Junius M. Furr, for the term of six years.

Sampson—Troy I. Herring, J. J. Stafford, each for the term of six years.

Scotland—W. N. McKenzie, T. L. Henly, W. G. Shaw, each for the term of two years.

Stanly—G. U. Reeves, for the term of six years; W. A. Hough, S. L. Gulledge, each for the term of four years; M. D. Brooks, L. H. Best, each for the term of two years.

Stokes—J. R. Forrest, W. S. Steele, J. L. Christian, each for the term of two years.

Surry—O. E. Snow, J. J. Richards, John D. Thompson, each for the term of two years.

Swain—S. W. Black, J. T. Cunningham, R. J. Roane, each for the term of two years.

Transylvania—C. K. Osborne, J. M. Galloway, A. E. England, each for the term of two years.

Tyrrell—E. R. Davenport, W. S. Carawan, J. J. Everton, each for the term of two years.

Union—J. Z. Greene, W. D. Hawfield, S. A. Latham, B. F. Parker, A. M. Secrest, each for the term of six years.

Vance—R. J. Corbitt, Sr., J. E. Kimball, A. G. Parrott, W. D. Horner, W. H. Parrish, each for the term of two years. At the primary to be held in 1926 there shall be nominated three (3) members of the board of education of Vance County for the term of two years, and two members for the term of four years.

Wake—Needham Y. Gulley, M. B. Chamblee, J. M. Templeton, Jr., each for the term of two years.

Warren—Miss Anna Graham, Jesse Gardner, J. King Pinnell, F. B. Newell, J. D. Riggan, each for the term of two years.

Washington—W. R. Hampton, H. H. Bateman, W. B. Davenport, each for the term of two years.

Watauga—W. F. Sherwood, D. D. Daugherty, B. T. Taylor, each for the term of two years.

Wayne—J. A. Best, for the term of six years; J. E. Kelly, for the term of four years; A. H. Edgerton, for the term of two years.

Wilkes—C. C. Faw, J. H. Pennell, T. M. Brown, each for the term of two years.

Wilson—W. H. Dixon, J. B. Eason, each for the term of four years.

Yadkin—M. B. Fleming, T. J. Phillips, H. D. Williams, each for the term of two years.

Yancey—John A. Hannum, Raleigh A. Radford, Robert Stamey, each for the term of six years.

SEC. 2. The members appointed under this act shall qualify by taking the oath of office on or before the first Monday in April, 1925, but they shall elect a county superintendent of education before the 15th day of April, 1925.

SEC. 3. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 4. This act shall be in force and effect from and after the date of its ratification.

1925, c. —.

AN ACT TO AMEND CHAPTER ONE HUNDRED AND THIRTY-SIX, ARTICLE TWENTY-THREE, PUBLIC LAWS OF NINETEEN HUNDRED AND TWENTY-THREE (Chapter 120, Laws of Extra Session, 1923, as Amended 1925).

The General Assembly of North Carolina do enact:

SECTION 1. That after section two hundred and seventy, article twenty-three, chapter one hundred and thirty-six, Public Laws nineteen hundred and twenty-three, be added section two hundred and seventy-one, as follows:

That whenever the county board of education of any county shall petition the county commissioners of said county that it is necessary in order to provide a building or buildings to carry on a six months school in their county, and the location and plans for such building or buildings as proposed has been approved by the State Superintendent of Public Instruction, the county commissioners may, in their discretion, without submitting the issue to a vote of the people, borrow such sum of money as may in their judgment be necessary to erect or repair such building or buildings, and the commissioners are empowered and authorized to issue serial notes of the county or serial bonds of the county, as provided for in section two hundred and sixty-six and section two hundred and sixty-seven, article twenty-three, chapter one hundred and thirty-six, Public Laws of nineteen hundred and twenty three: *Provided*, this act shall not apply to the following counties: Alamance, Alexander, Alleghany, Anson, Ashe, Avery, Beaufort, Bertie, Bladen Brunswick, Buncombe, Burke, Cabarrus, Camden, Carteret, Catawba, Chatham, Cherokee, Chowan, Clay, Columbus, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham, Edgecombe, Gaston, Gates, Graham, Granville, Greene, Halifax, Harnett, Haywood, Henderson, Hertford, Hoke, Hyde, Jackson, Jones, Lee, Lenoir, Lincoln, Macon, Madison, Martin, McDowell, Mecklenburg, Mitchell, Montgomery, Moore, Nash, New Hanover, Northampton, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Polk, Richmond, Robeson, Rockingham, Rowan, Sampson, Scotland, Stanly, Surry, Swain, Transylvania, Tyrrell, Union, Vance, Warren, Washington, Watauga, Wilkes, Wilson, Yadkin, Yancey.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 23d day of August, 1924.

Ex. Sess. 1924, c. 120; 1925, c. —.

Caldwell, Caswell, Cleveland, Forsyth, Franklin, Guilford, Iredell, Johnston, Randolph, Rutherford, Stokes, Wake, and Wayne are the only counties to which the provisions of the above act apply.

SCHOOL BUILDINGS; ERECTION AND INSPECTION

Sec. 60. **The erection of schoolhouses.** The building of all new schoolhouses and the repairing of all old schoolhouses over which the County Board of Education has jurisdiction, shall be under the control and direction of and by contract with the county board of education. But the board shall not be authorized to invest any money in any new house that is not built in accordance with plans approved by the State Superintendent, nor for more money than is made available for its erection. All contracts for buildings shall be in writing, and all buildings shall be inspected, received, and approved by the county superintendent of public instruction before full payment is made therefor: *Provided*, this section shall not prohibit county boards of education and boards of trustees from having the janitor or any regular employee to repair the buildings.

From any moneys loaned by the State to any one of the several counties for the erection, repair or equipment of school buildings, teacherages and dormitories, the State Board of Education, under such rules as it may deem advisable not inconsistent with the provisions of this article, may retain an amount not to exceed fifteen per cent of the said loan until such completed buildings, erected or repaired, in whole or in part from such loan funds, shall have been approved by such agent as the State Board of Education may designate: Provided, that upon the proper approval of the completed building the State Treasurer, upon requisition of the State Superintendent of Public Instruction, authorized and directed by the State Board of Education, shall pay to the treasurer of the county the remaining part of said loan, together with interest from the date of the loan at a rate not less than three per cent on monthly balances.

C. S., 5415, revised; 1925, c. —.

STATE BOARD OF EDUCATION TO PROVIDE FOR A CONTINUOUS SCHOOL CENSUS

Continuous school census. The State Board of Education is hereby directed to adopt such rules and regulations as may be necessary for taking a complete census of the school population and for installing and keeping in the office of the county superintendent in each county of the State a continuous census of the school population. The cost of taking and keeping the census shall be a legitimate item in the budget and shall be paid out of the incidental fund.

If any parent, guardian, or other person having the custody of a child, refuses to give any properly authorized census taker, teacher, school principal, or other school official charged with the duty of obtaining the census of the school population of any district, the necessary information to enable such person to obtain an accurate and correct census, or shall knowingly and wilfully make any false statement to any person duly authorized to take the school census of any district, relative to the age or the mental or physical condition of any child, he shall be deemed guilty of a misdemeanor and shall be fined not to exceed twenty-five dollars or imprisoned not to exceed thirty days, in the discretion of the court.

1921, c. 179, s 16; 1925, c. —.

DISTRIBUTION OF TEXT-BOOKS

Sec. 329. **State Board of Education makes all contracts.** The State Board of Education shall make all needful rules and regulations governing the advertisement for bids, when and how prices shall be submitted, when and how sample books for adoption shall be submitted, the nature of the contract to be entered into between the State Board of Education and the publishers, the nature and kind of bond, if any is necessary, and all other needful rules and regulations governing the adoption of books for the elementary schools not otherwise specified in this act. After a contract has been entered into between the State Board of Education and the publisher, if the publisher shall fail to keep its contract as to prices, distribution of books, etc., the Attorney-General shall bring suit against said company, when requested by the State Board of Education, for such amount as may be sufficient to enforce the contract or to compensate the State because of the loss sustained by a failure to keep this contract. *It shall be unlawful for any local distributing agency distributing State adopted textbooks to charge or to make any deduction from the purchase price of such text-books when returned by the purchaser without having been subjected to use or damage.*

1923, c. 136, s. 329; 1925, c. —, s. —.

Section 2 of the amendatory act reads as follows:

Sec. 2. *Any person violating any of the provisions of this act shall be deemed guilty of a misdemeanor and upon conviction fined not less than fifty dollars or imprisoned more than thirty days.*

1925, c. —, s. 2.

ENLARGEMENT OF DISTRICTS

Sec. 226. **Enlargement of local tax or special charter districts.** Upon a written petition of a majority of the governing board of any district, the county board of education, after approving the petition, shall present the same to the board of county commissioners and ask for an election on the question of the enlargement of the boundary lines of any such district so as to include any contiguous territory, and an election in such new territory may be ordered and held under rules governing elections for local taxes as provided in this article: *Provided*, the local tax rate specified in the petition and submitted to the qualified voters shall be a local tax of the same rate as that voted in the said district to which the territory is to be added. If a majority of the qualified voters in such new territory shall vote in favor of such tax, the new territory shall be and become a part of said district, and the term "local tax of the same rate" herein used shall include, in addition to the usual local tax, any tax levied to meet the interest and sinking fund of any bonds heretofore issued by the district proposed to be enlarged, *or by any part of the new territory.* In case a majority of the qualified voters at the election shall vote in favor of the tax, the district shall be deemed enlarged as so proposed.

C. S., 5530, revised; 1925, c. —, s. 1.

Section 2 of the amendatory act reads as follows:

Sec. 2. *That it shall not be necessary in enlarging school districts under section five thousand six hundred and forty-six (5646) of article twenty-three, chapter education, of volume three, Consolidated Statutes, or under section five thousand six hundred and fifty thereof for county boards of education to adopt a county-wide plan of organization, under the provisions of said chapter.*

1925, c. —, s. 2.

CHANGING BOUNDARIES OF SPECIAL CHARTER DISTRICTS

Sec. 79. **Changing the boundary lines of the special charter districts.** Upon the written petition of the governing body of a special charter district the county board of education is authorized to change the boundary line between special charter districts and local tax districts, and to consolidate local tax districts with a special charter district, but a record shall be made of the petition in the minutes of the governing body of the special charter district and a record shall be made in the minutes of the county board of education, stating that the petition was received and the request was granted. Then the boundary line shall be changed and the consolidation made and properly recorded, and the new boundary line shall be clearly set forth in the minutes of both boards: *Provided, that when the tax rates are not the same, only the lower rate of tax may be levied in the whole territory.*

1923, c. 136, s. 79; 1925, c. —.

PETITIONS FOR LOCAL TAX ELECTIONS

Sec. 220. **The board to consider petition.** The county board of education, or the board of trustees, as the case may be, shall receive the petition and give it due consideration. If the board shall approve the petition for an election, it shall be endorsed by the chairman and secretary of the board and a record of the endorsement shall be made in the minutes of the board of education. The petition shall then be presented to the board of county commissioners or the governing body authorized to order the election and it shall be the duty of the board of county commissioners or said governing body to call an election and fix the date for the same: *Provided,* the county board of education, or board of trustees, as the case may be, may, for any good and sufficient reason, withdraw the petition before the close of the registration books, and if the petition be so withdrawn, the election shall not be held. *In the case of a special charter district coterminous with or situated entirely within an incorporated city or town, said petition shall be presented to the governing body of said city or town, and the election shall be ordered by said governing body.*

1923, c. 136, s. 220; 1925, c. —, s. 1.

INCREASING LOCAL TAX RATES IN CHARTER AND LOCAL SCHOOL DISTRICTS

Sec. 223. **Increasing levy in districts having less than fifty-cent rate.** Authority is hereby given any local tax district *or special charter district* having voted a maximum rate less than fifty cents to increase the levy to a maximum of fifty cents on the one hundred dollars valuation of property, real and personal. Such increase shall be made after an election has been held as provided for in this article.

1923, c. 136, s. 223; 1925, c. —, s. 2.

ENLARGING BOUNDARIES OF DISTRICT WITHIN AN INCORPORATED CITY OR TOWN (Section as Rewritten)

Sec. 230. **Enlarging boundaries of district within incorporated city or town.** *The boundaries of a district situated entirely within the corporate limits of a city or town, but not coterminous with such city or town, may be* *enlarged so as to make the district coterminous with such city or town either in the manner prescribed by this section or in the manner prescribed by section 226 of this act: Provided, however, that no district shall be enlarged under this section if the new territory necessary to be added to such district in order to make it coterminous with such city or town has any bonded debt incurred for school purposes, other than debt payable by taxation of all taxable property in such district and such new territory. In cases where the local annual tax voted to supplement the funds for the six months public school term is of the same rate in such district and in the new territory necessary to be added to such district in order to make the district coterminous with such city or town, the county board of education shall have power to enlarge the boundaries of the district as aforesaid. In cases where such tax rates are not the same, the boundaries of the district shall become so enlarged upon the adoption of a proposition for such enlargement by a majority of the qualified voters of such new territory. The governing body of such city or town may at any time, upon petition of the board of education or other governing body of such district, or upon its own initiative if the governing body of the city or town is also the governing body of the district, submit the question of enlarging the district as aforesaid to the qualified voters of such new territory proposed to be added to such district at any general or municipal election or at a special election called for said purpose. Such an election may be ordered and held and a new registration for said election provided under the rules governing elections for local taxes as provided under this article, except that the election and registration shall be ordered by and held under the supervision of and the result of the election determined by the governing body of such city or town. The ballots to be used in said election shall have printed or written thereon the words 'For the enlargement of .... School District, pursuant to section 230 of chapter 136 of the Public Laws of 1923, as amended,' and 'Against the enlargement of .... School District, pursuant to section 230 of chapter 136 of the Public Laws of 1923, as amended.' If a majority of the qualified voters of such new territory proposed to be added to such district shall vote in favor of such enlargement, said district shall thereupon become coterminous with said city or town, and there shall be levied annually in such new territory all taxes previously voted in said district for the purpose of supplementing the funds for the six months public school terms for said district and for the purpose of paying the principal or interest of any bonds or other indebtedness previously issued or incurred by said district; and a vote in favor of such enlargement shall be deemed and held to be a vote in favor of the levying of such taxes. The validity of the said election and of the registration for said election and of the correctness of the determination of the result of said election shall not be open to question except in an action or proceeding commenced within thirty days after the determination of the result of said election. At the same time that said election is held it shall be lawful to hold an election in the entire territory of said city or town on the question of issuing bonds of said city or town or of said school district as so enlarged, for school purposes, and levying a sufficient tax for the payment of said bonds, or on the question of levying a local annual tax on all taxable property in said city or town or in said school district as so enlarged to supplement the funds for the six months public school term for said district, in addition to taxes for the payment of bonds, in the same manner that* *would be lawful if said district had been so enlarged prior to the submission of said questions. One registration may be provided for all of said simultaneous elections.*"

1925, c. —, s. 3.

EFFECT OF CHAPTER 95 (THE SCHOOL CODE) UPON LOCAL OR PRIVATE BOND ACTS (New Section)

"Sec. 378-a. *This act shall not affect any local or private act heretofore or hereafter enacted authorizing the issuance of bonds or other obligations for school purposes, but the powers hereby conferred and the methods of procedure hereby provided shall be deemed to be conferred and provided in addition to and not in substitution for those conferred or provided by any such local or private act, so that any district, municipality, township, county, or other political subdivision authorized to issue bonds for school purposes may proceed under any such local or private act applicable to it, without regard to the restrictions imposed by this act, or may proceed under this act, without regard to the restrictions imposed by any other act.*"

1925, c. —, s. 4.

THE SALARY FUND FOR CHARTER SCHOOLS

Sec. 177. **How to estimate the salary fund for the special charter or city schools.** *The salary fund for special charter districts shall be estimated as follows: The county board of education shall incorporate the budget of the special charter districts in the county budget and allow the actual salary for six months in accordance with the adopted salary schedule for each teacher permitted under section 176 of this article. In all counties where the schools of a special charter district are operated as a part of the county system, and are under the control of the county board of education, and pupils living outside the special charter district are permitted, as the county board of education may direct, to attend, free of all tuition charges, the amount of the salary budget of said special charter district shall be estimated in the same way as the budget for any other district school of the county is estimated.*

The board of trustees of all special charter districts may petition the board of education to take over the management of the school or schools within the special charter district. When such a petition is presented, the county board of education shall grant the petition, and the school or schools within the district shall be governed as all other schools in local tax districts are governed: *Provided,* the county board of education shall not have the authority to change the method of electing the board of trustees unless the charter is surrendered and the title to the property is transferred to the county board of education.

1923, c. 136, s. 177; 1925, c. —, s. 1.

DISAGREEMENT OF COUNTY AND CHARTER BOARDS AS TO DIVISION OF SCHOOL FUND

Sec. 194. **Treasurer shall keep special charter district and county school funds separate.** When the total amount of county school taxes has been computed the county board of education, in mutual agreement with the respective special charter district boards of trustees, shall furnish the county treasurer with a statement showing the per cent of the total amount of county school taxes that belongs to the county board of education and the per cent that belongs to each respective special charter district board: *Provided, that if the county board of education and a special charter district board of trustees fail to agree as to the per cent of the total amount of school tax that belongs to the county board of education and the per cent that belongs to the special charter district board, that either board may appeal to the State Superintendent of Public Instruction, who shall determine the same and report his decision to the county treasurer.*

When this per cent basis has been determined, the county board of education shall furnish the treasurer of the county board of education with a statement showing what per cent of the total amount of school funds shall be set aside and held as a separate account in his hands to the credit of each special charter board, and what per cent shall be held to the credit of the county board of education.

Upon receipt of moneys collected for county taxes from the sheriff or other collecting officer the county treasurer shall immediately separate the school fund, which shall include all moneys received from taxes or otherwise for all school purposes, from all county taxes on a per cent basis in accord with the statement supplied by the board of county commissioners, and on the receipt given to the sheriff or other collecting officer, he shall show the amount credited to the school fund.

The county treasurer shall then immediately place to the credit of the county board of education that per cent of the county school fund which belongs to the county board of education, and to each special charter district board of trustees the per cent which belongs to each respective special charter district board as determined on the basis of the statement provided him by the county board of education in mutual agreement with the respective special charter district boards of trustees in said county. He shall then notify the respective boards of the amounts placed to their respective credit, and shall pay over to the treasurers of the respective boards of education said amounts on properly executed order. After the final settlement of the sheriff or other collecting officer with the board of county commissioners, as provided by law, the county treasurer shall make all needed adjustments between the school funds and other county funds, and immediately place to the credit of the respective boards of education the final amounts belonging to each respective board of education for the given fiscal year.

1923, c. 136, s. 194; 1925, c. —, s. 2.

COMPULSORY ATTENDANCE

Sec. 347. **Parent or guardian required to keep child in school; exception.** Every parent, guardian, or other person in the State having charge or control of a child between the ages of seven and fourteen years shall cause such child to attend school continuously for a period equal to the time which the public school in the district in which the child resides shall be in session. The principal, superintendent, or teacher who is in charge of such school shall have the right to excuse the child from temporary attendance on account of sickness or distance of residence from the school, or other unavoidable cause which does not constitute truancy as defined by the State Board of Education.

The term "school" as used in this section is defined to embrace all public schools and such private schools as have tutors or teachers and curricula that are approved by the county superintendent of public instruction or the State Board of Education.

All private schools receiving and instructing children of compulsory school age shall be required to keep such records of attendance and render such reports of the attendance of such children as are required of public schools; and attendance upon such schools, if the school or tutor refuses or neglects to keep such records or to render such reports, shall not be accepted in lieu of attendance upon the public school of the district, town, or city which the child shall be entitled to attend: Provided, instruction in a private school or by private tutor shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long a term.

C. S., 5758; 1923, c. 136, s. 347; 1925, c. —, s. 1.

EVIDENCE OF COMPULSORY ATTENDANCE VIOLATION

Sec. 351. **Investigation and prosecution by county superintendent and attendance officer.** The county superintendent of public welfare or chief school attendance officer or truant officer provided for by law shall investigate and prosecute all violators of the provisions of this article.

The reports of unlawful absence required to be made by teachers and principals to the chief attendance officer shall in his hands, in case of any prosecution, constitute prima facie evidence of the violation of this article, and the burden of proof shall be upon the defendant to show the lawful attendance of the child or children upon an authorized school.

C. S., 5762; 1923, c. 136, s. 351; 1925, c. —, s. 2.

COUNTY BOARDS MAY AID CHARTER DISTRICTS IN THE ERECTION OF SCHOOLHOUSES

Sec. 64. **Board cannot erect or repair a building unless site is owned by board.** The county board of education shall make no contract for the erection or repair of any school building, unless the site on which it is located is owned by the county board of education, and the deed for the same is properly registered and deposited with the clerk of the court: *Provided, it shall be lawful for the county board of education to borrow from the State Literary or Special Building Funds, for the benefit of special charter districts and to allocate the proceeds of county school building bonds between special charter and county schools in proportion to the respective needs of the charter schools and the county schools at the time when such county bonds are authorized: Provided further, that the title to the site in any special charter district so aided shall be vested in the board of trustees of the charter district.*

C. S., 5450; 1923, c. 136, s. 64; 1925, c. —, s. 1.

LOCAL TAX RATES UNDER COUNTY-WIDE SPECIAL TAX

Sec. 245. **The rate in local tax or special charter districts.** Whenever the maximum special county tax rate levied or to be levied under the provisions of this article is less than 50 cents, each local tax, special charter or special school taxing district shall have the authority to levy an additional rate, not in excess of the local tax rate voted in the district.

All indebtedness, bonded and otherwise, of said district or districts may be assumed by the county board of education; and such indebtedness, if assumed by the county board of education, shall be paid out of the special county tax levied under the provisions of this article.

1923, c. 136, s. 245; 1925, c. —, s. 2.

DATES FOR TEACHERS' EXAMINATIONS

Sec. 5652. **Dates for examination; special examinations.** The second Tuesday in April of each year is hereby designated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt; but no examination shall commence on any other day than the first day of *the* period mentioned in this section, and no examination shall be held at any other time. The board may in its discretion provide for special examinations to be conducted by such persons as it may appoint.

C. S., 5652; 1917, c. 146, s. 4; 1925, c. —, s. 3.

THE LEVY FOR THE OPERATING AND EQUIPMENT FUND

Sec. 187. **Procedure in cases of disagreement or refusal of county commissioners to levy school taxes.** In the event of a disagreement between the county board of education and the board of county commissioners as to the amount of salary fund, *the operating and equipment fund,* or the fund necessary to pay interest and installments on bonds, notes, and loans, the county board of education and the board of county commissioners shall sit in joint session, and each board shall have one vote on the question of the adoption of these amounts in the budget. A majority of the members of each board shall cast the vote for each board. In the event of a tie, the clerk of the Superior Court shall act as arbitrator upon the issues arising between said two boards, and shall render his decision thereon within ten days. But either the county board of education or the board of county commissioners shall have the right to appeal to the Superior Court within thirty days from the date of the decision of the clerk of the Superior Court, and it shall be the duty of the judge hearing the case on appeal to find the facts as to the amount of the salary fund, *the operating and equipment fund,* and the fund necessary to pay interest and installment on bonds, notes, and loans, which findings shall be conclusive; and he shall give judgment requiring the county commissioners to levy the tax which will provide the amount of the salary fund, *the operating and equipment fund,* which he finds necessary to maintain the schools for six months in every school district in the county and the amount necessary to pay interest and installment on bonds, notes, and loans. Any board of county commissioners failing to obey such order and to levy the tax ordered by the court shall be guilty of a misdemeanor and shall be fined or imprisoned in the discretion of the court.

In case of an appeal to the Superior Court, all papers and records relating to the case shall be considered a part of the record for consideration by the court.

1923, c. 136, s. 187; 1925, c. —, s. 4.

DISTRICT INDEBTEDNESS, WHEN ASSUMED BY THE COUNTY, TO BE INCLUDED IN THE BUDGET

Sec. 175. **The contents of the May budget.** The May budget prepared by the county board of education shall provide three separate school funds—(a) a salary fund, (b) an operating and equipment fund, and (c) a fund for the repayment of all notes, loans and bonds.

(a) The salary fund shall include the salaries of all superintendents, principals, supervisors, teachers of all sorts, the per diem of the county board of education, and the salaries of all other officials authorized by law.

(b) The operating and equipment fund shall provide for janitors, fuel, school supplies, insurance, rent, interest not otherwise provided for, traveling expenses of all school officials, transportation of pupils, all legal operating expenses, all necessary assistance to the county superintendent not provided in the salary fund, all needed repairs, sites, the erection of school buildings, including dormitories, teachers' homes, additions to buildings, *the indebtedness of local tax, special charter or special school taxing districts incurred for the erection of school buildings necessary for the six months school term, whenever, as is authorized by law, such district indebtedness is assumed by the county as a whole* and all other equipment authorized or required by law.

(c) A fund for the repayment of all loans due the State and of all interest and installments on bonds and other evidences of indebtedness shall be provided in the budget. This shall be a separate fund and shall include all interest and installments due each year.

1923, c. 136, s. 175; 1925, c. —, s. 5.

DISTRICT INDEBTEDNESS MAY BE ASSUMED BY THE COUNTY

Sec. 179. **A fund for the repayment of bonds, notes, and loans.** The county board of education shall set forth in the budget the amount of the interest and installments on all loans due the State, and of all interest and installments on bonds and other evidences of indebtedness that may fall due. This shall be a separate item in the budget, and the commissioners shall levy annually a tax sufficiently clear of all fees, commissions, rebates, delinquents and the cost of collection to repay the same, and if the taxes are not collected when the repayments fall due the commissioners shall borrow the money and place the amount to the credit of the county board of education.

The county board of education, with the approval of the board of commissioners, may include in the operating and equipment fund in the budget, the indebtedness of all districts, including special charter districts, lawfully incurred in erecting and equipping school buildings necessary for the six months school term; and when such indebtedness is taken over for payment by the county as a whole and the local districts are relieved of their annual payments, then the county funds provided for such purpose shall be deducted from the operating and equipment fund prior to the division of this fund among the schools of the county as provided in this section.

1923, c. 136, s. 179; 1925, c. —, s. 6.

SCHOOL LEGISLATION ENACTED BY THE GENERAL ASSEMBLY, EXTRA SESSION OF 1924*

CONDEMNATION OF SCHOOL SITES

Sec. 61. How to secure suitable sites. The county board of education *or board of trustees of any special charter district* may receive by gift or by purchase suitable sites for schoolhouses or other school buildings. But whenever *any such* board is unable to obtain a suitable site for a school or school building by gift or purchase, the board shall report to the county superintendent of public instruction, who shall, upon five days notice to the owner or owners of the land, apply to the clerk of the Superior Court of the county in which the land is situated for the appointment of three appraisers, who shall lay off by metes and bounds not more than ten acres, and shall assess the value thereof. They shall make a written report of their proceedings, to be signed by them, or by a majority of them, to the clerk within five days of their appointment, who shall enter the same upon the records of the court. The appraisers and officers shall serve without compensation. If the report is confirmed by the clerk, the chairman and the secretary of the board shall issue an order on the treasurer of the county school fund, *or, if a charter district, upon the treasurer of such charter district*, in favor of the owner of the land thus laid off, and upon the payment, or offer of payment, of this order, the title to such land shall vest in fee simple in the corporation. Any person aggrieved by the action of the appraisers may appeal to the Superior Court in term, upon giving bond to secure the board against such costs as may be incurred on account of the appeal not being prosecuted with effect. If the lands sought to be condemned hereunder, or any part of said lands, shall be owned by a nonresident of the State, before the clerk shall appoint appraisers therefor, notice to such nonresident owners shall be given of such proceedings to condemn, by publication for thirty days in some newspaper published in the county, and if no newspaper is published in the county, then by posting such notice at the courthouse door and three other public places in the county for the period of thirty days.

C. S., 5416; 1923, c. 136, s. 61; Ex. Sess. 1924, c. 121, s. 1.

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*Amendments are printed in italics.

THE COUNTY-WIDE PLAN

Sec. 73-a. **County-wide plan of organization.** The county board of education shall create no new district nor shall it divide or abolish a district, nor shall it consolidate districts or parts of districts, except in accordance with a county-wide plan of organization as follows:

1. The county board of education shall present a diagram or map of the county showing the present location of each district, the position of each, the location of roads, streams and other natural barriers, the number of children in each district, the size and condition of each school building in each district. The county board of education shall then prepare a county-wide plan

for the organization of all the schools of the county. This plan shall indicate the proposed changes to be made and how districts or parts of districts are proposed to be consolidated so as to work out a more advantageous school system for the entire county.

2. Before adopting the county-wide plan, the county board of education shall call a meeting of all the school committeemen and the boards of trustees and lay the proposed plan before them for their advice and suggestions. After receiving the advice of the committeemen and trustees, the county board of education shall have authority to adopt a county-wide plan of organization, and no districts or parts of any district, including non-local tax, local tax, and special charter districts hereafter referred to in this article, shall be consolidated or the boundary lines changed, unless the consolidation or the change of boundary lines is in accordance with the adopted county-wide plan of organization: *Provided*, that in the event the county board of education deems it wise to modify or change the adopted plan, the board shall notify the committeemen and interested patrons and give them a hearing if they desire to be heard before any changes shall be made.

The meeting required to be held before the adoption of the county-wide plan shall be called, and the notification required to be given of a contemplated modification or change of an adopted plan shall be given, by publication once, at least ten days before the meeting or the hearing, in a newspaper published at the county-seat, of a notice addressed to those affected thereby, giving the hour and day and place of the meeting or the hearing and the purpose thereof, and by the mailing to or serving of like notices upon all committeemen and trustees.

If no newspaper be published in the county-seat, such notice shall be posted at the courthouse door and at a public place in each township in the county ten days prior to such meeting.

No adoption or amendment of such plan shall be held invalid or ineffectual because of any failure to comply with the requirement hereof as to the mailing or service of notice.

3. The county board of education shall have authority to execute the entire plan or any part of the same, but the county board of education shall have no authority to create a debt for the execution of any part of the proposed plan, unless authorized by law, and if the amount necessary to put into operation all or any part of said plan shall be greater than the amount that may be reasonably expected from the Operating and Equipment Fund for this purpose, the amount shall be guaranteed by the districts affected by the execution of the plan, or if the districts do not guarantee the funds the county board of education shall lay the proposed plan before the county commissioners, together with the estimated amount necessary to put the same into operation, and if the amount necessary to carry out all or any part of the proposed plan shall be approved by the county commissioners, the county board of education shall then have the authority to organize the districts in accordance with the county-wide plan.

4. When the proposed county-wide plan is adopted the county board shall notify the committeemen and boards of trustees as to what part of the plan the board proposes to carry out first and in what order the other parts of the plan will be considered, and the preference shall be given to those districts in which the needs are greatest if the funds for providing the equipment are made available.

5. In the event that any child or children of any district or any part of a district are without adequate school advantages and these advantages may be improved by transferring said child or children to a school or schools in adjoining districts, the county board shall have authority to make such a transfer. But this shall not empower the county board of education to abolish or divide a district unless such act shall be in harmony with the county-wide plan of organization. The temporary transfer of such child or children may be made until such time as the county-wide plan will provide more advantageously for them.

1923, c. 136, s. 73-a; Ex. Sess. 1924, c. 121, s. 2.

BOND ELECTIONS

Sec. 257. **Elections; how called.** Whenever the county board of education shall so petition, the board of county commissioners of any county shall order a special election to be held in any county or special school-taxing district, or in any local tax district within which a union school is maintained, for the purpose of voting upon the question of issuing bonds and levying a sufficient tax for the payment thereof for the purpose of acquiring, erecting, enlarging, altering and equipping school buildings and purchasing sites in such county or district, or for any one or more of said purposes. Said election shall be called and held under the same rules and regulations as provided in this act for "Local Tax Elections for Schools" (Article 17). The ballots to be used in said election shall have written or printed thereon the words "For the issuance of $.................... school bonds and the levying of a tax for the payment thereof," and "Against issuance of $.................... school bonds and the levying of a tax for the payment thereof." *The notice of election shall set forth the boundaries of the district, unless the district is coterminous with a county, city, town, or township, or is coterminous with a county or township except that it does not include a city, town, or township in such county or township, and the notice shall set forth either the amount or the maximum amount of bonds proposed to be issued.*

1923, c. 136, s. 257; Ex. Sess. 1924, c. 121, s. 3.

BOND ELECTIONS IN CITIES

Sec. 263. **Bonds in special charter districts.** Elections may be held in special charter districts and bonds issued and taxes levied to pay the same in the manner provided by the previous sections of this article, except as otherwise provided in this section.

SUBSECTION (a). In the case of every special charter district coterminous with an incorporated city or town having authority by virtue of its charter, or other special or local laws, to maintain a system of schools, the petition for the election shall be made to the principal governing body of each city or town by the board of trustees, unless said board is the principal governing body of said city or town, in which case no petition shall be necessary. But said principal governing body may, in its discretion, grant or refuse said petition. In every special charter district of the kind described in this subsection, all powers and duties conferred or imposed by this article on boards of county commissioners shall be exercised and performed by the principal governing body of said city or town with which the district is coterminous, and the bonds shall be issued in the corporate name of each city or town, *and said bonds shall be sold by the principal governing body of such city or town, and signed and sealed as may be directed by the principal governing body, and the proceeds derived from the sale of such bonds shall be turned over to the custodian of funds of such special charter district, who shall receive no commission for the handling of such proceeds.*

SUBSECTION (b). *In the case of all special charter districts not described in subsection (a) of this section the petition for the election shall be made by the board of trustees to the board of county commissioners, which board shall call, hold and determine the result of the election as provided in this article, and the bonds shall be sold and issued by the board of trustees in the name of the district, and shall be signed and sealed as may be provided by said board of trustees, and the proceeds derived from the sale of such bonds shall be turned over to the custodian of funds of such special charter district, who shall receive no commission for the handling of such proceeds: Provided, however, that in districts of the kind described in this subsection, in which special school taxes are now levied by the principal governing body of a city or town situated within the district, the powers and duties conferred by this article on boards of county commissioners shall be exercised and performed by said principal governing body: Provided futher, that in districts of the kind described in the subsection which lie in two or more counties, no petition shall be necessary, and the board of trustees of the district shall call, hold and determine the result of the election.*

1923, c. 136, s. 263; Ex. Sess. 1924, c. 121, ss. 4, 5.

TREASURER'S COMMISSION

3910. County treasurer. The county treasurer shall receive as compensation in full for all services required of him such a sum not exceeding one-half of one per cent on moneys received and not exceeding two and a half per cent on moneys disbursed by him, as the board of commissioners of the county may allow. As treasurer of the county school fund he shall receive such sum as the board of education may allow him, not exceeding two per cent on disbursements; and the said commissions shall be paid only upon the order of the county board of education, signed by the chairman and secretary, and the county board of education is hereby forbidden to sign any such order until the treasurer shall have made all reports and kept all such accounts required by law in the form and manner prescribed: *Provided*, that said treasurer shall be allowed no commission or compensation for receipts and disbursements of any loan or loans made to the county by the State Board of Education out of the State Literary Fund, *the special building fund, nor from funds derived from county or district bond issues*, for the building of schoolhouses: *Provided*, that in counties where the treasurer's total compensation cannot exceed two hundred and fifty dollars per annum, the treasurer may be allowed, in the discretion of the board of county commissioners and the board of education, as to the school fund, a sum not exceeding two and one-half per cent on his disbursements of all funds handled by him; but the compensation allowed by virtue of the provisions of this last proviso shall not be operative to give a total compensation in excess of two hundred and fifty dollars per annum to such treasurers.

C. S., 3910; Rev., s. 2778; Code, s. 770; 1899, c. 233; 1909, c. 577; 1913, c. 144; 1919, c. 254, s. 9; Ex. Sess. 1924, c. 121, s. 6.

JOINT DISTRICTS

Sec. 232. Local tax districts from portions of contiguous counties.

a. Local tax districts may be formed as provided in this section out of contiguous portions of two or more counties.

The petition for such a district must be initiated as petitions for local tax elections are initiated under the provisions of this article, must be endorsed by the county boards of education of such contiguous counties, and each county board of education shall certify to the board of county commissioners of its county that the metes and bounds of the proposed joint local tax district are in accordance with and are an integral part of the lawfully adopted county-wide plan of organization in so far as they pertain to said county.

The board of commissioners of each county, in compliance with the provisions of this article relating to the conduct of local tax elections, shall then call and hold an election in that portion of the proposed district lying in its county. Election returns shall be made from each portion of the proposed district to the board of commissioners ordering the election in that portion, and the returns canvassed and recorded as required in this article for local tax districts.

b. In case the election carries in each portion of the proposed district, the several county boards of education concerned shall each pass a formal order consolidating the territory into one joint local tax district, which shall be and become a body corporate by the name and style of "........................ Joint Local Tax School District of .... Counties." The county board of education having the largest school census and the largest area in the part of the joint local tax district lying in its county shall determine the location of the schoolhouse; but if the largest census and area do not both lie in the same county, then the county boards shall jointly select the site for the building, and in case of a disagreement they shall submit the question to the board of arbitration consisting of three members, one member to be named by each board of education if three counties are concerned, or if there are but two counties, then each board shall choose one member and the two so named shall select a third member. The decision of the board of arbitration shall be binding upon all county boards of education concerned.

c. The school committee shall consist of five members, three of whom shall be appointed by the board of education of the county in which the building is to be situated and two to be appointed by the other county or counties, but the terms of office shall be so arranged that not more than two members will retire in any one year. The committee shall officially exercise such corporate powers as are conferred in this section. This said committee shall have all the powers and duties of committees of local tax districts and in addition thereto it shall adopt a corporate seal and have the power to sue and be sued. The committee shall have the power to determine the rate of local taxes to be levied in said joint district not exceeding the rate authorized by the voters of the district, and when the committee shall have so determined the rate of local taxes to be levied in said joint district, and shall have certified same to the boards of commissioners of the several counties from which said joint district is created, the said boards of county commissioners, and each of them, shall levy said rate of local taxes within the portion of said joint district lying within their respective counties; and the taxes so levied shall be collected in the several counties as other taxes are collected therein, and shall be paid over by the officers collecting the same to the treasurer or other fiscal agent of the county in which the schoolhouse is located or is to be located, to be by him placed to the credit of the joint district.

d. The committee shall have as full authority to call and hold elections for the voting of bonds of the district as is conferred upon boards of education and boards of commissioners in article twenty-two of this chapter. In calling the election for a bond issue no petition of the conuty board of education shall be necessary; but the election shall be called and held by the school committee of the incorporated local tax school district under as ample authority as is conferred upon both county boards of education and boards of commissioners under article twenty-two of this chapter. When bonds of the district have been voted under authority of this section, they shall be issued subject to the limitations of article twenty-two of this chapter in the corporate name of the district, signed by the chairman and secretary of the school committee, sold by the school committee, and the proceeds thereof deposited with the treasurer of the county board of education of the county in which the school building is or is to be located, to be placed to the credit of the joint district, and the taxes for interest and principal shall be levied and collected as provided in subsection *c* above for the levy and collection of local taxes.

e. The committee shall have the same power to call and hold elections to ascertain the will of the voters of the district upon the question of increasing the local tax levy up to a maximum rate of fifty cents on the one hundred dollars valuation of taxable property as it has in the case of bond elections. But local tax elections called and held in such joint districts shall be held under the general provisions of this article governing local tax elections except that the district committee is hereby granted the powers of county boards of education and boards of commissioners as to local tax elections.

f. The building of all schoolhouses in such joint local tax districts shall be effected by the county board of education of the county in which the building is to be located under authority of law governing the erection of school buildings by county boards of education. It shall be lawful for the boards of education in the other county or counties to contribute to the cost of the building in proportion to the number of children shown by the official census to be resident within that part of the joint district lying within each county respectively. If the building is to be erected from moneys borrowed from the State building funds or from county taxation, then each county board of education shall contribute to its construction in the proportion set out above and pay over its contribution to the treasurer of the county board having control of the erection of the building: *Provided*, it shall be lawful for the county board that controls the erection of the building to borrow from the State and lend to the district the full amount of the cost of the building in cases where the entire amount is to be repaid by the district from district funds.

g. All district funds of a joint local tax district shall be kept distinct from all other funds, placed to the credit of the district, and expended as other local tax or district bond funds are lawfully disbursed.

h. The county board of education and county superintendent of public instruction of the county in which the schoolhouse is located shall have as full and ample control over the joint school and the district as it has in the case of other local tax districts, subject only to the limitations of this section.

i. It shall be the duty of the committee of the joint school district to prepare a budget in accordance with the law requiring budgets of special charter districts. The said budget, which shall show the proportionate part of the cost of maintenance for six months to be contributed by each county, the several parts to be ascertained on the basis of the proportions of the total district school census living in each respective county, shall be filed by the committee with the county board of education of each county, and it shall be the duty of each board if it approves the district budget to incorporate it in the county budget to be submitted to the commissioners in May of each year. Each of the several county boards of education is hereby directed to pay over its proportionate part of the district budget when and as collected, to the treasurer of the board of education of the county in which the school plant is located for the purposes for which it has been levied and collected.

j. All districts formed before the ratification of this amendment under the provisions of section two hundred and thirty-two, chapter one hundred and thirty-six, Public Laws of one thousand nine hundred and twenty-three, and all districts incorporated before the ratification of this amendment, under the provisions of section two hundred and thirty-three of said chapter, are hereby authorized and empowered to exercise all the powers and privileges conferred by this section as amended.

Ex. Sess. 1924, c. 32, s. 1.

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REGULATIONS

GOVERNING

CERTIFICATES FOR TEACHERS

IN

NORTH CAROLINA

1925

PREPARED BY
STATE BOARD OF EDUCATION

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INTRODUCTION

This is a reprint of Educational Bulletins Nos. 29 and 76 Division of Certification Nos. 11 and 17, Regulations Governing Certificates for Teachers in North Carolina, under dates of 1921 and 1924. Only minor changes have been made.

Certain changes, however, are now under consideration. Some of them are indicated below:

(a) To require a minimum of twelve semester hours of professional work, appropriate to the certificate, for all standard certificates.

(b) To issue certificates bearing a specialized name only to applicants who can show a minimum of two years of specialized training.

(c) To issue Elementary Principals' Certificates in three Classes, C, B and A. The C Certificate will probably be based on graduation from a standard two-year normal, experience, and one additional year of training.

(d) To issue Supervisors' Certificates in two classes, B and A. The A Certificate will probably embrace a full year of graduate work.

(e) To issue High School Teachers' Certificates with subject specialization.

(f) To issue two classes of High School Principals' Certificates—Classes B and A. The A Certificate will probably embrace a full year of graduate work.

(g) To recognize the appropriate graduate work on all certificates.

(h) To require within a few years a full year of normal or college work to raise a certificate from one class to another, whether this credit is obtained in summer or regular session; or by extension work.

The approved summer schools are now offering uniform work for elementary teachers, differentiated into primary and grammar grade curricula. On completion of these curricula the State Department will issue Primary or Grammar Grade Certificates in Class C. These curricula represent the joint effort of the directors of the summer schools and the State Department of Education.

A. T. Allen

State Superintendent of Public Instruction.

TABLE OF CONTENTS

	Sec.	*Page*
How Certificates Are Issued	I	5
(a) Upon Basis of Training	I	5
(b) Upon Basis of Examination	I	5
(c) Certificates From Other States	I	5
How to Apply for Certificates	II	6
How to Renew and Raise Certificates	III	6
Definitions and Explanations	IV	7
Extension and Regular Session Credits	V	9
Certificates for Administrative and Supervistory Officers	VI	9
(a) Superintendents	VI	10
(b) Assistant Superintendents	VI	10
(c) High School Principals	VI	10
(d) Elementary School Principals	VI	11
(e) Supervisors	VI	11
Teachers' Certificates	VII	12
(a) High School Teachers	VII	12
(b) Grammar Grade Teachers	VII	13
(c) Primary Teachers	VII	14
(d) Elementary Teachers	VII	14
(e) Certificates Below Elementary	VII	16
Special Certificates	VIII	16
(a) Requirements	VIII	17
(b) Relative Value of Special Certificates	VIII	18
(c) Certificates for Supervisors and Teachers of Adult Illiterates	VIII	18
Raising a Teacher's Certificate of Class A to a Higher Class	IX	18
Suggested Courses for Applicants	X	19
(a) High School Teachers	X	20
(b) Grammar Grade Teachers	X	21
(c) Primary Teachers	X	22
Professional Credits Accepted for One Year's Teaching Experience	XI	23
Law Governing the Revocation of Certificates	XII	24

REGULATIONS GOVERNING CERTIFICATES

Sec. I. HOW CERTIFICATES ARE ISSUED

(a) Upon the Basis of Training.

Certificates are issued upon college or normal school or high school training. When a certificate is countersigned by the superintendent under whom the holder applies to teach, it becomes a valid certificate in all the public schools of the State for the work specified on its face.

A superintendent's signature on a certificate indicates that the holder is of good moral character and otherwise, aside from scholarship, fitted for teaching.

(b) Upon the Basis of Examination.

The academic credit for the High School Teacher's Certificate, Class C, may be obtained not only by training, but also by State examination. This is the only certificate valid to teach in the high school for which academic credits may be obtained by the State examination. The professional credit is not allowed by examination, but must be secured in summer schools.

The academic credit for the Elementary Teacher's Certificate, Class B, may be obtained not only by training, but also by State examination. This is the only certificate valid to teach in the elementary school, for which academic credit may be obtained by State examination. The professional credit is not allowed by examination, but must be secured in summer schools.

Only one examination is conducted during the year. This examination is offered in the county seat of each county on the second Tuesday of each year.

(c) Certificates from Other States.

Certificates from other states are evaluated in terms of college or normal school credits, as shown on a certified transcript, and not on the basis of out-of-state certificates alone. The value of the credits presented will depend upon the rating of the institution at the time the credits were earned. In view of this, before accepting a teaching position in this State, an applicant should present the record of her training so that she may know the certificate to which her credit will entitle her.

It should be understood that the standards maintained in institutions are changing constantly. An institution that now has an A rating may not have been an A institution a few years back. Moreover, there are a great many institutions that offer a four-year curriculum that, because they cannot meet all requirements for a standard institution, receive credit for only one, two or three years college work.

Sec. II. HOW TO APPLY FOR CERTIFICATES

(a) A high school graduate without college training should write this Department for an application blank No. 1-a. One who has had college or normal school training should secure from this office an application blank No. 1-b. After the personal information requested on the first page has been furnished, the blank should then be sent to the institution so that an official record of the training may be inserted. Under the regulations, transcripts which come direct from the applicant will receive no consideration until verified by the proper school official; therefore, the applicant should request the institution to send the blank direct to this office.

(b) When an applicant has attended more than one institution of higher learning the institution last attended should have on file a complete record of all credits. The application blank No. 1-b should be sent to the institution last attended with the request that a complete record of all the credits be sent to this office.

(c) If summer school credit has been received in other states, the applicant should request the institution to send to this office the record of such credit. Summer school credits earned in an institution in North Carolina will be forwarded to this office if the applicant in her registration fills out the summer school card furnished by this Department.

Sec. III. HOW TO RENEW AND RAISE CERTIFICATES

Except for Primary and Grammar Grade Certificates issued on the basis of graduation from standard normals, the difference between a standard certificate and one of the next higher class is a year of college credit. (See Section 7-b and Section 7-c.) However, certificates may be raised to the next higher class if the holder secures credits for four summer school units as indicated under Note 3 on page 11. Special attention is called to the requirements for any particular certificate.

When a summer school unit is used for renewing a certificate, it is also allowed as one unit toward raising the certificate to the next higher class.

When a summer school unit is used for original professional credit for an Elementary Certificate in Class B, it cannot be used toward raising the Class B Certificate to the next higher class.

If an applicant has thirty, sixty, or ninety semester hours of college credit, but lacks the professional requirements for the certificate, the summer school unit or units necessary to meet the professional requirements may be counted toward raising the certificate to the next higher class. If an applicant has less than the thirty, sixty or ninety semester hours necessary for the particular certificate, the summer school unit or units are absorbed in the issuance of the certificate, and are not allowed toward raising to the next higher class.

Sec. IV. DEFINITIONS AND EXPLANATIONS

Certain terms are used in this certification plan with the following meanings:

(a) By Standard High School is meant a high school meeting the requirements of the State for standard high schools. A list of standard or accredited schools may be secured from the State High School Inspector.

(b) By Standard Normal School is meant a normal school admitting graduates from standard high schools only, as defined above, and requiring for graduation an approved two-year course.

(c) By "A" College is meant a college requiring for admission graduation from a standard high school as defined above, and requiring for graduation approximately 120 semester hours.

All institutions that are members of any properly authorized accrediting association, such as the Southern Association of Secondary Schools and Colleges, meet the requirements of an "A" College. The rating which this Department allows for an institution not a member of one of these associations will be furnished upon request.

(d) A semester is one-half year's work in college. A semester hour is one hour's work a week for a half year. A subject pursued three hours a week in college for a half year would mean three semester hours, or for the entire year six semester hours. Thirty semester hours is one year's work or five courses carried three hours a week through the year.

In those institutions where the unit of work is a quarter hour, the equivalent in semester hours credit may be obtained by multiplying the quarter hours' credit by two-thirds; in those institutions where the college hour is the unit of work, the equivalent in semester hours may be obtained by multiplying by two the total credit in college hours.

(e) One unit of summer school work in an approved normal school or college means a minimum of three five-hour courses during the summer school of six weeks. One five-hour course is one summer school period of work taken each day for five days per week during the summer school. However, if the course is on a laboratory basis and carries one-half credit, it will be necessary to have two such courses for the equivalent of one full course.

Uniform curricula have been prepared by which graduates of accredited high schools may secure the Elementary B, Elementary A, and Primary and Grammar Grade C Certificates. These curricula are given in all the approved summer schools of this State, except the N. C. State College of Agriculture and Engineering. A summer school unit of such work is a minimum of seven semester hours.

(f) By Academic Requirements is meant the subject-matter or content work other than professional subjects studied in high school, college or summer school.

(g) By Professional Requirements is meant certain credits in the study of psychology and the theory and practice of education, under the head of general and special methods of teaching.

(h) By Validity of Certificates is meant that all regular and special certificates are valid for a stated number of years—five years or three years or one year.

(i) The validity of a certificate begins with the date when the credits were earned: A 1925 graduate of a standard institution with eighteen semester hours in education would be issued a Class A Certificate valid for five years from July 1, 1925; a 1923 graduate of the same institution with eighteen semester hours in education would be issued a three-year certificate from 1925; since her certificate would expire in 1925, a 1920 graduate would not be entitled to a Class A Certificate in 1925 without meeting the renewal requirements. Six semester hours of summer school work earned within the five-year period will meet the renewal requirements for a High School, Primary or Grammar Grade Certificate, or for the High School Principals', Elementary School Principals' or Supervisors' Certificate, provided the original requirements for such certificate have been met. Since the Elementary Certificate is valid for only three years, the original credit or renewal credit for this certificate must have been secured within the three-year period.

(j) An A.B. or B.S. degree from a standard institution in terms of credit allowed is indicated on the back of the certificate as 120 semester hours; an A.M. degree is 150 semester hours.

(k) If a transcript is forwarded to the office direct by the applicant, it will be sent to the institution for verification.

(l) Certificates are not issued upon presentation of diplomas to this office. An applicant should ask this office for a blank to be used in reporting his or her credit.

(m) All records sent to this office for purposes of aiding in the securing of a certificate become the property of the State Board, are made a part of the permanent files, and cannot be returned.

(n) When credit has been obtained for the renewal of a certificate, the holder may have the expiration date extended by sending the certificate to the office. It is not necessary to wait until the expiration date of the certificate.

(o) A duplicate certificate is issued only when the teacher makes formal application. The proper blank will be sent upon request.

(p) A teacher whose certificate was issued in her maiden name may secure a certificate issued in her married name by making formal application. The proper blank will be sent upon request.

(q) In writing to the Department a teacher should give her name and serial number as they appear on the certificate.

(r) One cannot secure credit for the equivalent of four summer school units by attending three summer schools and taking an extra course in each summer school. Neither can an extra course taken in summer school be added to extension work to make the equivalent of a summer school unit.

Sec. V. EXTENSION AND REGULAR SESSION CREDITS

1. All extension courses must be a part of the regular curriculum, or courses approved by the State Department of Education.

(a) Students to take this work and receive certificate credit must meet entrance requirements of the institution concerned, or be holders of a standard State certificate.

(b) Credit for this work is limited to the rating which the institution has. For example: If graduation from an institution entitles a student to a Grammar Grade or Primary B Certificate, credit would not be allowed toward a certificate higher than that.

(c) The equivalent of a summer school unit in terms of extension credit is a minimum of seven and one-half semester hours, but should be one-fourth of a year's work from the respective institution. If the institution regards thirty-two semester hours as a year's work, then eight semester hours would be a summer school unit.

NOTE. Applicants who began a summer school unit by extension before October 1, 1924, will be allowed credit for a full unit when they complete six semester hours. For each other unit a minimum of seven and one-half semester hours will be required. Applicants who secured credit for a full summer school unit by extension before October 1, 1924, will be allowed a summer school unit for each six semester hours of such work until the certificate has been raised one class.

(d) Four-year institutions with a B or three-year rating must add one-fourth to the requirement in (c) above. Four-year schools with two-year rating should have a minimum of fifteen hours.

2. The equivalent of a summer school unit of work in residence during the academic year of any approved institution must likewise represent one-fourth of a year in the respective institution, with the minimum of seven and one-half semester hours in a standard institution. The minimum requirement is a quarter's continuous work.

3. Extension work, taken for purposes of certification, will be reported to the Department of Education at the close of the academic year in which the work was pursued. Unless the work is completed before October 1, credit will not be allowed as of the July preceding, but will be carried forward to the July next succeeding.

4. Students should not send their reports to this office as we can accept credits only when they are reported on forms provided by the Department and when they come direct from the institution.

NOTE. Extension credits include those earned through extension class teaching and correspondence instruction.

Sec. VI. CERTIFICATES FOR ADMINISTRATIVE AND SUPERVISORY OFFICERS

The following certificates for administrative and supervisory officers are issued by the State Department of Education:

(a) Superintendents
(b) Assistant Superintendents
(c) High School Principals
(d) Elementary School Principals
(e) Supervisors

The requirements for each certificate are given below, and all applicants for certificates of either kind contained herein must present the credits specified. (Also see Sec. IV-i.)

(a) Superintendent's Certificate

Requirements for Issuance. Applicants for this certificate must present the following minimum credits:

1. Graduation from standard A-grade college in academic or scientific courses, including eighteen semester hours of professional credits or credits required for High School Certificate A, or Grammar Grade Certificate A, or Primary Certificate A.

2. Five years experience as principal, supervisor or teacher, and at least three of the five years must have been within the past five years. If an applicant holding High School Principal's Certificate has had three years experience as a principal within the previous five-year period, this will be accepted in lieu of five years experience as teacher.

3. In addition to the above requirements the applicant must have secured credit from two approved summer schools, or the equivalent in college credits, specializing in administration and supervision. Credit for six semester hours of the summer school work must have been earned within the five-year period.

Made Valid for Life. This certificate is valid for five years. After five years successful experience as superintendent of a city or county system it will be made valid for life and can then be revoked only for cause.

Provisional Superintendent's Certificate. The State Superintendent of Public Instruction is authorized to issue a Provisional Superintendent's Certificate, valid for two years, to an applicant who holds or presents the credits required for the High School Principal's Certificate. This certificate will not be issued unless the applicant is serving as superintendent of a city or county school system.

(b) Assistant Superintendent's Certificate

The requirements for the Assistant Superintendent's Certificate are the same as those for the Superintendent's Certificate with these exceptions: (1) The applicant may present credits for one approved summer school instead of two, and (2) three years of teaching experience instead of five.

(c) High School Principal's Certificate

Requirements for Issuance. Applicants for this certificate must present the following minimum credits:

1. Graduation from standard A-grade college in the academic or scientific courses, including eighteen semester hours of professional credits, or credits required for High School Certificate A.

2. Three years experience in teaching within the past five years.

3. In addition to the above requirements the applicant must present at least one unit of credits from an approved summer school or the equivalent in college credits showing specialization in School Administration and Supervision.

Made Valid for Life. This certificate is valid for five years, and after five years successful experience as principal it will be made valid for life upon securing credit for three five-hour courses in an approved summer school or its equivalent in college credits specializing in Administration and Supervision.

Provisional High School Principal's Certificate. The State Superintendent of Public Instruction is authorized to issue a Provisional High School Principal's Certificate, valid for two years, to an applicant who holds or is entitled to hold, a Higr School Teacher's Certificate, Class A, and who has had one year's experience in teaching within the past five years. This certificate may be converted into a High School Principal's Certificate whenever the requirements for that certificate have been met. This certificate will not be issued except when the applicant serves as principal of a standard high school.

NOTE. The High School Teacher's Certificate in Class A rates the same as a High School Principal's Certificate or the High School Principal's Provisional Certificate unless the holder is serving as principal of an accredited high school.

(d) Elementary School Principal and Supervisor's Certificate

Requirements for Issuance. Applicants for the Elementary School Principal's Certificate must meet the following minimum requirements:

1. Graduation from standard A-grade college in the academic or scientific courses, including eighteen semester hours of professional credits, or credits required for Grammar Grade A or Primary A Certificates.
2. Three years experience in teaching within the past five years.
3. In addition to the above requirements the applicant must present at least one unit of credit from an approved summer school or the equivalent in college credits, showing specialization in Administration and Supervision of the Elementary School.

Made Valid for Life. This certificate is valid for five years, and after five years successful experience as principal it will be made valid for life upon securing credit for three five-hour courses in an approved summer school or the equivalent of the college credit specializing in City or Rural School Administration and Supervision.

Provisional Elementary School Principal. The State Superintendent of Public Instruction is authorized to issue a Provisional Elementary School Principal's Certificate, valid for two years, to an applicant who holds a Grammar Grade of Primary Teacher's Certificate, Class A, and has had one year's experience in teaching. This certificate may be converted into the Elementary School Principal's Certificate whenever the requirements of that certificate are met.

(e) Supervisor's Certificate

The requirements for the Supervisor's Certificate are the same as those for the Elementary School Principal's Certificate. However, the State Superintendent of Public Instruction may require of applicants desiring to become supervisors of rural schools a specialization in Rural School Supervision, and those desiring to become elementary supervisors in city schools a specialization in City School Supervision.

Sec. VII. TEACHERS' CERTIFICATES

The following teachers' certificates are issued:

(a) High School, Classes A, B and C
(b) Grammar Grade, Classes A, B and C
(c) Primary, Classes A, B and C
(d) Elementary, Classes A, B and Provisional Elementary
(e) Certificates of nonstandard grade, One-Year Temporary and Provisionals A and B

Each standard teacher's certificate is divided into three classes, of which Class A is the highest and represents the highest academic and professional training required for that certificate. The difference, as a rule, between Class A and Class B, or between Class B and Class C, is one year of standard college work. However, an applicant having the academic credits for one class of certificate but failing to present the professional credit for that class will be issued the certificate of the next lower class.

NOTE 1. An applicant securing a certificate of a lower class because of failure to present the proper professional credits, may secure the higher certificate whenever the professional requirements have been met.

NOTE 2. If an applicant fails to secure the proper professional credits in college they may be secured in an approved summer school.

NOTE 3. Except for those teachers who hold Primary or Grammar Grade Certificates in Class B issued upon the basis of graduation from a standard two-year normal school, credits for four approved summer schools of six weeks each will be accepted as the equivalent of one year of college work and will serve to raise the certificate from Class C to Class B and from Class B to Class A, under the following conditions:

At least one-half of the credits of four summer schools shall be secured from those academic subjects that serve to broaden one's culture which will be accepted by the institution in part fulfillment for graduation. The power of the teacher to instruct should be increased through the acquisition of sound scholarship. If the summer school or professional credits secured should be confined only to the field of methods or the strictly professional courses, a certificate might be raised without sufficiently increasing the teacher's culture.

NOTE 4. In order to encourage teachers to pursue advanced work, extra credit will be allowed for the Master's degree. An applicant presenting credit both for the Bachelor's and Master's degrees will be issued the certificate of Class A, although the professional credits may be below the requirements. But if the Master's degree is presented, together with the required professional credits, the applicant will rate as having one extra year's experience in teaching. (See Sec. IV-i.)

(a) High School Teacher's Certificate

All High School Teachers' Certificates issued under these rules and regulations are valid for five years and will be renewed when the holder meets the renewal requirements.

Classes of High School Teachers' Certificates and Requirements for Issuance

1. **Class A.** Graduation from a standard A grade college in academic or scientific courses, embracing 120 semester hours, at least 18 of which shall be in the professional subjects.

If a graduate presents 120 semester hours of standard college credit but fails to present 18 semester hours of professional credit, certificate of Class B will be issued.

2. **Class B.** Credits for three years of standard college work in academic or scientific courses, embracing 90 or more semester hours, at least 12 of which shall be in professional subjects.

If an applicant presents 90 semester hours of standard college credits but fails to present 12 semester hours of professional credits, certificate of Class C will be issued.

3. **Class C.** Credits for two years of standard college work, embracing not less than 60 semester hours in academic or scientific courses, at least six of which shall be in the professional subjects. General Psychology will not be accepted as part of the professional credit.

NOTE. The academic credits for this certificate may be secured also by State examination. The examination will be based on high school and the first two years of college subjects in about equal proportions.

If any applicant presents 60 semester hours of standard college credits, or secures the equivalent by State examination, but fails to present six semester hours of professional credits, the Provisional High School Teacher's Certificate will be issued. An applicant cannot secure the professional credits by examination.

Made Valid for Life. The High School Teacher's Certificate, Class A, will be made valid for life at the first or any subsequent renewal period when the applicant presents satisfactory evidence of:

1. Successful teaching experience of not less than five years after having secured the credits for this certificate.
2. Credits from one approved summer school or the equivalent college credits specializing in High School Methods and Supervision.

Renewal of Certificates. Certificates of Classes A, B and C must either be raised or renewed on or before the expiration of the five-year period. A certificate will be renewed when the applicant presents satisfactory evidence of credits in the high school field for one approved summer school or the equivalent credits from some standard college.

If the applicant fails to present the proper credits for renewal a certificate of the next lower class will be issued.

(b) Grammar Grade Teacher's Certificate

All Grammar Grade Teachers' Certificates issued under these rules and regulations are valid for five years and will be renewed when the holder presents the proper renewal credits.

Classes of Grammar Grade Teachers' Certificates and Requirements for Issuance

1. **Class A.** Graduation from a standard A grade college in academic or scientific courses, embracing 120 semester hours, at least 18 of which shall be in professional subjects.

If a graduate presents 120 semester hours of standard college credits but fails to present 18 semester hours of professional credit, certificate of Class B will be issued.

2. **Class B.** Credits for three years of standard college work in academic or scientific courses, embracing 90 or more semester hours, at least 12 of which shall be in professional subjects.

If an applicant presents 90 semester hours of standard college credits but fails to present 12 semester hours of professional credits, certificate of Class C will be issued.

The Class B certificate will also be issued to graduates of standard normal schools requiring two years of work beyond graduation from a standard high school. But this certificate cannot be raised to the A Class until the holder has presented two years of additional college or normal school credit or the equivalent in summer school units.

Some normal schools have curricula that do not carry credit for a Primary or Grammar Grade B Certificate. Graduates from those curricula will be given the High School or the Special Certificate in Class C provided the requirements for such certificates have been met.

3. **Class C.** Credit for two years of standard college work, embracing 60 or more semester hours of college credit, not less than six of which shall be in professional subjects. General Psychology will not be accepted as part of the professional credit.

If an applicant presents 60 semester hours of standard college credit, but fails to present six semester hours of professional credits, the Provisional Grammar Grade Certificate will be issued.

Made Valid for Life. The Grammar Grade Teacher's Certificate, Class A, will become valid for life at the first of any subsequent renewal period when applicant presents satisfactory evidence of:

1. Successful teaching experience of not less than five years after having secured the credits for this certificate.
2. Credits from one approved summer school or the equivalent credits specializing in Grammar Grade Methods and Supervision.

Renewal of Certificates. Certificates of Classes A, B and C must either be raised or renewed on or before the expiration of the five-year period. A certificate will be renewed when the applicant secures credits for one approved summer school or the equivalent credits from some standard college.

If the applicant fails to present the proper credits for renewal, a certificate of the next lower class will be issued.

(c) Primary Teacher's Certificate

All Primary Teachers' Certificates issued under these rules and regulations are valid for five years and will be renewed when the holder presents the proper renewal credits.

Classes of Primary Teachers' Certificates and Requirements for Issuance

1. **Class A.** Graduation from a standard A grade college in academic or scientific courses, embracing 120 semester hours, at least 18 of which shall be in professional subjects.

If a graduate presents 120 semester hours of standard college credits but fails to present 18 semester hours of professional credit, certificate of Class B will be issued.

2. **Class B.** Credits for three years of standard college work in academic or scientific courses, embracing 90 or more semester hours, at least 12 of which shall be in the professional subjects.

If an applicant presents 90 semester hours of standard college credits but fails to present 12 semester hours of professional credits, certificate of Class C will be issued.

The Class B certificate will also be issued to graduates of standard normal schools requiring two years of work beyond graduation from a standard high school. But this certificate cannot be raised to the A Class until the holder has presented two years of additional college or normal school credit or the equivalent in summer school units.

Some normal schools have curricula that do not carry credit for a Primary or Grammar Grade B Certificate. Graduates from those curricula will be given the High School or the Special Certificate in Class C, provided the requirements for such certificates have been met.

3. **Class C.** Credits for two years of standard college work in academic or scientific courses embracing 60 or more semester hours of college credits, not less than six of which shall be in professional subjects. General Psychology will not be accepted as part of the professional credit.

If an applicant presents 60 semester hours of standard college credits, but fails to present six semester hours of professional credits, the Provisional Primary Certificate will be issued.

Made Valid for Life. The Primary Teacher's Certificate, Class A, will become valid for life at the first or any subsequent renewal period when the applicant presents satisfactory evidence of:

1. Successful teaching experience of not less than five years after having secured credits for this certificate.
2. Credits from one approved summer school or the equivalent credits specializing in Primary Methods and Supervision.

Requirements for Renewal. Certificates of Classes A, B and C must either be raised or renewed on or before the expiration of the five-year period. A certificate will be renewed when the applicant secures credits for one approved summer school or the equivalent academic credits from some standard college.

If the applicant fails to present the proper credits for renewal a certificate of the next lower class will be issued.

(d) Elementary Teacher's Certificate

All Elementary Teachers' Certificates issued under these rules and regulations are valid for three years, and will be renewed at their expiration when the holder presents the proper renewal credits.

Classes of Elementary Teachers' Certificates and Requirements for Issuance

1. **Class A.** This certificate may be obtained in either of the following ways:

(a) Credits for one year of standard college work in academic or scientific courses, embracing 30 semester hours, six of which shall be in professional subjects. General Psychology will not be accepted as part of the professional credit.

(b) One year's standard normal school credits, consisting of the first year's work of a two-year normal course.

Graduates of accredited high schools who have secured additional credit for one year's work in the approved teacher training departments of the high schools of the State.

If an applicant presents 30 semester hours of standard college credit but fails to present six semester hours of professional credits, certificate of Class B will be issued.

2. **Class B.** Graduation from a standard high school, embracing not less than 15 units of high school work.

In addition to this requirement, the applicant must present credit for two units of summer school work.

NOTE 1. The academic credits for the Elementary B Certificate may be secured by State examination, but the professional credits must be secured in a summer school. The examinations will be based on both high school and elementary school subjects in about equal proportions.

NOTE 2. Original professional credit for the Elementary Certificate in Class A cannot be obtained in a county summer school.

NOTE 3. Applicants who have completed the work in approved teacher-training departments of the high schools of the State, and who had a minimum of twelve units of high school credit before entering upon that work, will be issued the Elementary Certificate in Class B.

Requirements for Renewal. Certificates of Classes A and B must either be raised or renewed on or before the expiration of the three-year period. A certificate will be renewed when the applicant secures credits for one summer school or the equivalent credits from some standard college.

If the applicant fails to present the proper credits for renewal, certificate of the next lower class will be issued.

Provisional Elementary Teacher's Certificate. Applicants presenting the academic credits for an Elementary Teacher's Certificate, Class B, but not presenting the professional credits, may be issued the Provisional Elementary Teacher's Certificate, valid for one year.

(e) Certificates Below the Elementary

The following certificates, based on county summer school credit, will be issued:

One-Year Temporary
Provisional A
Provisional B

For further information see County Summer School Manual.

Sec. VIII. SPECIAL CERTIFICATES

Special Certificates, valid for five years and renewable for five-year periods, will be issued to applicants desiring to give special instruction in the following subjects:

Home Economics
Music
Drawing or Art
Agriculture
Physical Training
Manual Training
Commercial Branches

A special certificate to teach either of the above branches does not entitle the holder to teach any branch except the one specified in the certificate.

Three classes of special certificates, A, B and C, will be issued. The basis of issuance is given below.

(a) Requirements

Special Certificate, Class A. Graduates of standard colleges must offer at least 120 semester hours of college work, distributed approximately as follows:

1. Sixty or more semester hours in the special subject in which certificate is desired and in such subjects as are strictly supplementary thereto. At least six semester hours shall be presented in methods of instruction in the special subjects, including practice teaching.

   Beginning with 1925 the applicant should offer at least 18 hours of professional work, six of which must be in the methods in the special subject, including practice teaching.

2. The remaining credit may be offered in general professional and academic work.

Made Valid for Life. At the first or any subsequent renewal period this certificate may be made valid for life by presenting satisfactory evidence of:

1. Successful experience of at least five years.
2. Credits for one summer school or the equivalent college credits specializing in the subject named in the certificate.

Special Certificate, Class B. Applicants must present credit for at least 90 semester hours standard college work, distributed approximately as follows:

1. Forty-five or more semester hours in the special subject in which certificate is desired and in such subjects as are strictly supplementary thereto. Six of these shall be in methods of instruction in the special subject or subjects, including practice teaching.

   Beginning with 1925 the applicant should offer at least 12 hours of professional work, six of which must be in the methods in the special subject, including practice teaching.

2. The remaining credit may be offered in general academic and professional work.

Special Certificate, Class C. Applicants must present credits for at least 60 semester hours of standard college work, distributed approximately as follows:

1. Thirty or more semester hours in the special subject in which certificate is desired and in such subjects as are strictly supplementary thereto.

2. The remaining credit may be offered in general academic and professional work, six of which shall be in methods of instruction in the special subject or subjects, including practice teaching.

Requirements for Renewal. The Special Certificate of either class will be renewed for a period of five years upon satisfactory evidence of credits for one summer school or the equivalent academic credits specializing in subject named in the certificate.

(b) Relative Value of Special Certificates in Terms of High School, Grammar Grade and Primary Certificates

Many teachers secure sufficient credits for a special certificate, but desire afterward to convert the same into a High School, Grammar Grade or Primary Certificate. The following rule will be observed in evaluating the Special Certificates:

1. A graduate of standard college receiving the specialized degree and presenting as much as 60 semester hours of regular academic work, including the required 18 semester hours of professional training for either the Primary, Grammar Grade or High School Certificate, may convert the special certificate into Class A Primary, Grammar Grade or High School Certificate.

2. A graduate of standard college receiving the specialized degree but not having 60 semester hours of regular academic and professional credits, but presenting the required 18 semester hours professional training for the Primary, Grammar Grade or High School Certificate in Class A, may be issued the certificate of Class B.

3. Graduates of a standard college receiving the specialized degree and having 60 semester hours of regular academic work, but without the required professional training for a Class A Certificate, may receive the Primary, Grammar Grade or High School Certificate, Class B.

4. Graduates of standard colleges receiving the specialized degrees without 60 semester hours of regular academic credits and without the required professional training, may receive the Primary or Grammar Grade or High School Certificate, Class C.

(c) Certificates for Supervisors and Teachers of Adult Illiterates

Certificates for supervisors of schools for adult illiterates must conform to the rules and regulations concerning all supervisors' certificates. However, upon the recommendation of the State Superintendent of Public Instruction, special fitness for the work may be accepted in lieu of certain academic and professional requirements.

Certificates for whole-time teachers of adult illiterates shall conform to the rules and regulations concerning all teachers. However, upon the recommendation of the State Superintendent of Public Instruction, special fitness for the work may be accepted in lieu of certain academic and professional requirements.

Sec. IX. RAISING A TEACHER'S CERTIFICATE OF CLASS A TO A HIGHER CERTIFICATE

A teacher holding a Primary, Grammar Grade or High School Certificate of Class A and desiring to raise the same to a higher certificate should pursue the program of courses outlined below. Credits for these courses must be secured in a college of A grade or in institutions especially approved to offer these courses.

(a) Professional work suggested to raise a Primary A or Grammar Grade A to a Supervisor's Certificate or Elementary School Principal's Certificate—

2 S. Hrs. Elementary School Organization
2 S. Hrs. Supervision of Elementary Instruction
2 S. Hrs. Educational Tests and Measurements

(b) Professional work suggested to raise a Primary A or Grammar Grade A to a Superintendent's Certificate—

2 S. Hrs. High School Administration
2 S. Hrs. Public School Organization—Rural or City
2 S. Hrs. Educational Statistics of Finance
6 S. Hrs. Elective in School Administration

(c) Professional work suggested to raise a High School Teacher's Certificate, Class A, to a High School Principal's Certificate—

2 S. Hrs. High School Organization
2 S. Hrs. High School and Elementary School Curriculum
2 S. Hrs. Elective in School Administration

(d) Professional work suggested to raise a High School Teacher's Certificate, Class A, to a Superintendent's Certificate—

2 S. Hrs. Public School Organization
2 S. Hrs. Educational Statistics or Finance
2 S. Hrs. Educational Measurements
6 S. Hrs. Elective—Public School Administration

(e) Professional work suggested to raise a High School Teacher's Certificate, Class A, to a Supervisor's Certificate—

2 S. Hrs. Elementary School Organization
2 S. Hrs. Supervision of Elementary Instruction
2 S. Hrs. Educational Tests and Measurements
6 S. Hrs. Elective—Elementary Education

Sec. X. SUGGESTED COURSES FOR APPLICANTS

Students in colleges or in approved summer schools desiring to secure certificates are referred to the group of subjects listed below. For example, applicants for High School Teacher's Certificate of Class A desiring to teach English and Latin might select the academic and professional courses as outlined below. However, this group and the other groups of courses outlined are not compulsory, but only a guide to departments of education as well as applicants.

(a) Applicants for High School Teachers' Certificates, Class A

I. For those desiring to teach English and Latin:

Academic Courses—

English	24 S. Hrs.	
Latin	18 S. Hrs.	
Modern Language	12 S. Hrs.	
Psychology	3 S. Hrs.	
Elective	45 S. Hrs.	
Total Academic		102 S. Hrs.

Professional Courses—

I. Educational Psychology	3 S. Hrs.	
II. Principles of Secondary Education	3 S. Hrs.	
III. H. S. Methods—English and Latin	3 S. Hrs.	
IV. Class Management	3 S. Hrs.	
V. History of Education	3 S. Hrs.	
VI. Observation and Practice	3 S. Hrs.	
Total Professional		18 S. Hrs.
Grand Total		120 S. Hrs.

Professional Electives

For Course I above:

a. Adolescent Psychology	3 S. Hrs.
b. Child Psychology	3 S. Hrs.

For Courses IV and V above:

a. Educational Sociology	3 S. Hrs.
b. Tests and Measurements	3 S. Hrs.
c. High School Curriculum	3 S. Hrs.
d. High School Administration	3 S. Hrs.

Any one of these electives may be substituted for either Course IV or V. Any two of these for both courses.

I. For those desiring to teach Science:

Academic Preparation—

English	12 S. Hrs.	
Physics	12 S. Hrs.	
Chemistry	12 S. Hrs.	
Biology	12 S. Hrs.	
Additional Science	6 S. Hrs.	
Psychology	3 S. Hrs.	
Elective	45 S. Hrs.	
Total Academic		102 S. Hrs.

Professional Preparation—

I. Educational Psychology	3 S. Hrs.	
II. Principles of Secondary Education	3 S. Hrs.	
III. High School Methods—Science	3 S. Hrs.	
IV. Class Management	3 S. Hrs.	
V. History of Education	3 S. Hrs.	
VI. Observation and Practice (Science)	3 S. Hrs.	
Total Professional		18 S. Hrs.
Grand Total		120 S. Hrs.

Professional Electives

For Course I above:	
Adolescent Psychology	3 S. Hrs.
For Courses IV and V above:	
a. Educational Tests and Measurements	3 S. Hrs.
b. High School Curriculum	3 S. Hrs.
c. High School Administration	3 S. Hrs.
d. Educational Sociology	3 S. Hrs.

Any one of these electives may be substituted for either Course IV or V.

Any two of these electives may be substituted for both Courses IV and V.

Note. A High School Teacher's Certificate, Class A, should show special preparation in at least two academic subjects, and Professional Courses III and VI should be made to correspond with the two academic teaching subjects.

Note. All courses may be changed from three semester courses to two semester courses, provided enough is added from the elective group to make the total eighteen.

(b) Applicants for Grammar Grade Teachers' Certificates, Class A

I. Academic Courses:

English	87 S. Hrs.	
History		
Biological Sciences		
Social Sciences		
Electives		
Psychology	3 S. Hrs.	
Total		90 S. Hrs.

II. Academic Courses related to Grammar Grade Curriculum:

English Grammar and Composition	3 S. Hrs.	
Public School Music	3 S. Hrs.	
Children's Literature	3 S. Hrs.	
Geography, or History, or Science, etc.	3 S. Hrs.	
Total		12 S. Hrs.

III. Professional Courses:

I. Educational Psychology	3 S. Hrs.	
II. Principles of Elementary Education	3 S. Hrs.	
III. Special Grammar Grade Methods (including three or more subjects from Reading, Language, Geography, Arithmetic, History)	3 S. Hrs.	
IV. Class Management	3 S. Hrs.	
V. History of Education	3 S. Hrs.	
VI. Observation and Practice (at least 18 lessons actual teaching)	3 S. Hrs.	
Total		18 S. Hrs.
Grand Total		120 S. Hrs.

Professional Electives

For Professional Course I:	
Child Psychology	3 S. Hrs.
For Professional Courses IV and V:	
a. Educational Sociology	3 S. Hrs.
b. Tests and Measurements	3 S. Hrs.
c. Child Study	3 S. Hrs.

Any one of these electives may be substituted for either Course IV or V.

Any two of these electives may be substituted for both IV and V.

All courses may be changed to two semester courses, provided enough is added from the elective group to bring the total up to 18.

(c) Applicants for Primary Teachers' Certificates, Class A

I. Academic Courses:

Psychology	3 S. Hrs.	
English	87 S. Hrs.	
Biological Sciences		
Social Sciences		
Electives		
Total		90 S. Hrs.

II. Academic Courses Related to the Primary Curriculum:

Public School Music	3 S. Hrs.	
Children's Literature	3 S. Hrs.	
Writing and Drawing	3 S. Hrs.	
Language and Composition	3 S. Hrs.	
Total		12 S. Hrs.

III. Professional Courses:

I.	Educational Psychology	3 S. Hrs.	
II.	Principles of Elementary Education	3 S. Hrs.	
III.	Special Primary Methods (including Reading, Phonics, Language, Numbers, etc.)	3 S. Hrs.	
IV.	Class Management	3 S. Hrs.	
V.	History of Education	3 S. Hrs.	
VI.	Observation and Practice in Primary Grades (18 lessons actual teaching)	3 S. Hrs.	
	Total		18 S. Hrs.
	Grand Total		120 S. Hrs.

Professional Electives

For Professional Course I:

a. Child Study	3 S. Hrs.
b. Froebel's Gifts	3 S. Hrs.

For Professional Courses IV and V:

a. Educational Sociology	3 S. Hrs.
b. Tests and Measurements	3 S. Hrs.
c. Child Study	3 S. Hrs.

Any one of these electives may be substituted for either Courses IV or V.

Any two of these electives may be substituted for both Courses IV and V.

All courses may be changed to two semester courses, provided enough is added from the elective group to make the total 18.

Sec. XI. PROFESSIONAL CREDITS ACCEPTED FOR ONE YEAR'S TEACHING EXPERIENCE

Graduates of standard colleges who present, in addition to the eighteen semester hours of required professional work, six semester hours credit in observation and practice teaching, will be allowed credit for one year's teaching experience. For the High School Class A Certificate this practice teaching must have been done in a high school that is under the direct supervision of the institution; for the Primary or Grammar Grade Class A Certificate the practice teaching must have been done in an elementary school that is under the direct supervision of the institution.

Sec. XII. LAW GOVERNING THE REVOCATION OF CERTIFICATES

Sec. 161. **When a teacher may annul a contract.** The teacher may, after entering into a written contract, annul the contract by giving the superintendent a written notice of at least thirty days, and the superintendent shall pay for the full time the teacher has taught, provided the teacher has taught as much as twenty days. But if the teacher breaks the contract without giving thirty days notice, it shall be the duty of the superintendent to report the name of the teacher to the State Superintendent, and the certificate held may either be revoked or reduced to the next lower grade. And no other superintendent shall employ or recommend for employment in any year a teacher who has broken his or her contract for that year. This section shall apply alike to principals and supervisors.

Sec. 163. **How teachers may be dismissed.** The school committee or board of trustees, with the approval of the superintendent, may dismiss a teacher for immoral or disreputable conduct in the community, or for failure to comply with the provisions of the contract. The superintendent, with the approval of the committee or the board of trustees, has authority, and it is his duty, to dismiss a teacher who may prove himself or herself incompetent, or may willfully refuse to discharge the duties of a public school teacher, or who may be persistently neglectful of such duties. Every teacher dismissed for cause shall be reported by the superintendent to the State Superintendent, and he shall have authority to revoke the certificate and debar the teacher from teaching in any other county.

EDUCATIONAL PUBLICATION No. 89 DIVISION OF SCHOOL ORGANIZATION No. 3

STANDARDS

FOR THE

ELEMENTARY SCHOOLS

OF

NORTH CAROLINA

1925-26

PUBLISHED BY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

AIMS OF ELEMENTARY EDUCATION

The aims of elementary education in terms of life objectives have been defined as:*

1. **Health.**—The school should provide the knowledge of health conduct necessary throughout life; for the welfare of the individual and the perpetuity of the race are both dependent on physical vigor and sound health.

2. **Fundamental Processes.**—Command of the fundamental processes must be acquired. They are the tools essential to efficiency in all practical activities and daily work.

3. **Civic and Social Relations.**—There need to be developed those ideals and habits of civic and social relations: (a) citizenship, (b) moral and ethical character, (c) worthy home membership.

4. **Recreation.**—The school should cultivate interests and means of recreation of common value to all; for leisure time should be used for the enjoyment and enrichment of life.

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*Adapted from "The Elementary School Curriculum" by Bonser. The Macmillan Company.

CONTENTS

PAGE

Aims of Elementary Education 2
Foreword 4
Introduction 5
The Standards 7
Course of Study 11
Equipment 13
Supplementary Readers 13
Maps and Globe 13
Library 13
Special Primary Equipment 14
Additional Equipment Recommended 14
Records and Reports 17
Building 18
Suggestions for Securing Primary Equipment 21
Permanent Record Forms 23
Report of Standardization of Elementary Schools for 1924-1925 26
List of Standard Schools 27

FOREWORD

These standards for elementary schools have been prepared with the hope that they may contribute to the upbuilding and strengthening of the elementary schools, which, as the foundation of our public school system, must meet the common needs of all our children not only in giving them the fundamentals of an education, but in enriching and broadening their lives.

Grateful acknowledgment is made to the superintendents, supervisors, principals and teachers whose hearty co-operation made possible the study of the schools of the State on which these standards are based, and to the members of the committees on standards from the primary and grammar grade departments of the North Carolina Education Association.

Helpful suggestions were given by the members of the special advisory committee appointed by Superintendent Allen, who gave time and study to the work: Superintendent L. J. Bell, J. W. Carr, Jr., C. L. Coon, J. S. Edwards, S. G. Hasty, J. C. Lockart, J. F. Webb, C. C. Haworth, Frederick Archer, T. R. Foust; Doctors M. R. Trabue, E. W. Knight, A. M. Jordan; Mr. F. H. Koos, Mr. Leon Meadows, Mr. T. E. Story, Miss Ila Johnston, Mrs. J. A. Robinson, Miss Nell Armfield, Miss Maycie Southall, and Miss Louise Lancaster.

The co-operation of the members of the State Department of Education is appreciated, especially the assistance given by the Division of Schoolhouse Planning in preparing the building standards.

SUSAN FULGHUM,
Supervisor Teacher Training.

INTRODUCTION

This bulletin on Standards for Elementary Schools was prepared by Miss Susan Fulghum, Supervisor of Teacher Training, State Department of Education, after consultation with many teachers and superintendents.

For a long time there has been a feeling in North Carolina that there should be a clear statement of the minimum conditions under which standard instruction in the elementary schools can be given. The movement for the elimination of the one-teacher school, by means of consolidation and transportation, created a need for such a statement.

The new school code, which requires the county board of education to prepare a county-wide plan of organization before going further with any kind of consolidation, has greatly accentuated the need for such a statement of standards; because the plan of organization adopted now and provided with a system of permanent buildings will probably fix the type of school in North Carolina for the next generation.

The State Department of Education is trying to answer with this bulletin this insistent demand from the field.

It is hoped that it will serve many useful purposes for county superintendents and county boards of education; not only in planning the organization of the entire system and in determining the size of the local schools, but also in setting up a new level of teacher preparation, and in emphasizing the need for increased teaching equipment. It should in this way be a great stimulus to local communities in their efforts to provide better educational facilities and should give to the local Parent-Teacher Association a definite goal to strive for.

It is suggested that county boards of education accept graduation from a standard elementary school for unconditional entrance into the standard high schools of the county. Perhaps a standard elementary school should later be required in connection with every standard high school.

The State Department will send a visitor to schools desiring to be placed on the list; and, at the end of each scholastic year, a list of the standard schools, measuring up to the standards herein set forth, will be printed for distribution. This list will be based on information secured by visits and from the reports submitted by the various schools.

The general scheme was submitted to the various departments of the North Carolina Education Association and almost unanimously approved by them. A committee of twenty-five superintendents and teachers met in the office of the State Superintendent and debated every item of the standards and approved the general scheme. These standards cannot, therefore, be called "office standards," because they have been compiled out of the experience of people now actually engaged in the service.

At the end of the first year, this bulletin is reprinted, together with the report of the year's activities of the Inspector of Elementary Schools. The results are very gratifying.

Perhaps the standards will need to be modified within the next few years, so as to include a principal who, under the general supervision of the proper school authorities, will have direct supervisory authority over the activities of the elementary school. Young teachers with certificates as high as a Primary or Grammar Grade B based on normal school graduation, should, in their summer school work, begin to specialize in the direction of elementary principalship.

I, therefore, commend to all people interested in elementary education in North Carolina, a careful study of this bulletin, with a view to the improvement of conditions in their localities.

A. T. Allen

State Superintendent Public Instruction.

STANDARDS FOR ELEMENTARY SCHOOLS

CLASSES OF STANDARD SCHOOLS

Two groups of standard elementary schools have been worked out. In each group are two classes. These are:

Group I—Class A and Class B.
Group II—Class A and Class B.

The requirements for these groups are as follows:

GROUP I—CLASS A

1. Seven-year course of study.*
2. Length of Term.—Nine months or 180 days, exclusive of holidays.
3. Number of Teachers.—At least fourteen whole-time teachers.
4. Qualification of Teachers.†—The majority of teachers must hold Primary and Grammar Grade Certificates.
   No teacher shall hold a certificate lower than an Elementary Class A.
   Seventh grade teachers may hold High School Certificates.
5. Attendance.—At least 450 pupils in average daily attendance.
   The number of pupils per teachers should not exceed forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language and Spelling), and Arthmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12″ in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.
      A teacher's desk dictionary in each grade—four to seven.
      One unabridged dictionary for use in grades four to seven.
   d. Library of at least 700 volumes, including required subjects.
   e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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*In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

†The qualifications of teachers will probably be raised for the year 1926-27; certainly in a few years.

‡While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP I—CLASS B

1. A seven-year course of study.*
2. Length of Term.—Nine months or 180 days, exclusive of holidays.
3. Number of Teachers.—At least eight whole-time teachers.
4. Qualification of Teachers.†—The majority of teachers must hold Primary and Grammar Grade Certificates.
   No teacher shall hold a certificate lower than an Elementary Class A.
   Seventh grade teachers may hold High School Certificates.
5. Attendance.—At least 240 pupils in average daily attendance.
   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language, and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12" in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.
   A teacher's desk dictionary in each grade—four to seven.
   One unabridged dictionary for use in grades four to seven.
   d. Library of at least 500 volumes, including required subjects.
   e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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*In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

†The qualifications of teachers will probably be raised for the year 1926-27; certainly in a few years.

‡While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP II—CLASS A

1. A seven-year course of study.*

2. Length of Term.—Eight months or 160 days, exclusive of holidays.

3. Number of Teachers.—At least eight whole-time teachers.

4. Qualifications of Teachers.†—The majority of teachers must hold Primary and Grammar Grade Certificates.
   No teacher shall hold a certificate lower than an Elementary Class A.
   Seventh grade teachers may hold High School Certificates.

5. Attendance.—At least 240 pupils in average daily attendance.
   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡

6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language, and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)

7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12″ in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.
      A teacher's desk dictionary in each grade—four to seven.
      One unabridged dictionary for use in grades four to seven.
   d. Library of at least 500 volumes, including required subjects.
   e. Special equipment for primary work.

8. Required permanent records.

9. An adequate, sanitary building.

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*In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

†The qualifications of teachers will probably be raised for the year 1926-27; certainly in a few years.

‡While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP II—CLASS B

1. A seven-year course of study.*
2. Length of Term.—Eight months or 160 days, exclusive of holidays.
3. Number of Teachers.—At least seven whole-time teachers.
4. Qualifications of Teachers.†—All teachers must hold at least Elementary A Certificates. Seventh grade teachers may hold High School Certificates. The sixth and seventh grade teacher in schools having one teacher for both these grades is permitted to hold a High School Certificate.
5. Attendance.—At least 205 pupils in average daily attendance.
   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12″ in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.
   A teacher's desk dictionary in each grade—four to seven.
   One unabridged dictionary for use in grades four to seven.
   d. Library of at least 300 volumes, including required subjects.
   e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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*In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

†The qualifications of teachers will probably be raised for the year 1926-27; certainly in a few years.

‡While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

COURSE OF STUDY

A unified, carefully graded course of study is essential to effective work. The law requires the teaching of certain fundamental subjects as they are arranged, by grades and outlined in the State Course of Study, in all seven-year elementary schools. The curriculum of an elementary school which follows the State Course of Study will be approved.

Every effort should be made to strengthen and supplement the work, and to broaden and enrich the curriculum to meet the needs of the pupils in giving them the fundamentals of an education.

Text-books.

The State adopted text-books are required by law to be used in all the elementary schools of the State.

Required Subjects.

These subjects are given below with a suggested minimum allotment of time for each subject by grades. Schools are asked to use this "Suggested Time Distribution Table" as a guide in working out the specific amount of time to be given to subjects by grades. The specified minimum amount of time must be given to Health and Physical Education, Writing, Music, and Drawing.

SUGGESTED MINIMUM TIME DISTRIBUTION TABLE

REQUIRED SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
ENGLISH:							
Reading	450	425	325	250	225	200	400*
Language (including Grammar in sixth and seventh grades)	100	100	125	150	175	175	
Spelling	50†	75	75	100	100	100	
WRITING‡	75	75	75	100	100	75	45
ARITHMETIC	50	100	125	150	150	175	200
HISTORY (including North Carolina History in sixth grade) and CIVICS	—§	—§	—§	60	100	150	200
GEOGAPHY (including North Carolina Geography) and ELEMENTARY SCIENCE	—§	—§	60	100	125	150	200
HEALTH and PHYSICAL EDUCATION	120	120	120	120	120	120	120
DRAWING	75	60	60	60	60	60	60
MUSIC	75	75	75	75	75	75	75

*English includes Reading, Language, and Spelling.

†Last half of term.

‡Less time should be given if students measure up to grade standard on a Standard Writing Scale.

§Frequently included in language work and opening exercises. At other times special periods are used.

Unassigned time should be used as best meets the needs of the pupils. Ethics and Moral Training should be provided for in all grades.

Amount of Work Required by Grades.

The State Course of Study is to be used as the basis of classification of pupils and as outlining the amount of work to be completed in each subject in each grade.

Completion of the Seven-Year Elementary Course.

Requirements for completion of a Standard Elementary School must include satisfactory completion of the prescribed seven-year course of study, as follows:

> Reading, English (including Language and Spelling), and Arithmetic—grades one to seven; Geography—grades four to seven; History—grades five to seven; Civics—grade seven.

The specified minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing.

Certificates of Completion.

Pupils completing a standard elementary school should be issued Certificates of Completion, which will entitle them to enter a standard high school without examination.

EQUIPMENT

SUPPLEMENTARY READERS

Easy, interesting supplementary reading material should be selected, including children's literature, geography and travel, history, biography, science, etc. Lists of supplementary readers for each grade are given in the State Course of Study in the course in reading, and also in the other subjects. Additional lists, including books recently published or especially recommended, will be furnished by the State Department of Education.

MAPS AND GLOBE

Effective teaching of Geography and History requires not only reference and supplementary reading material, but an adequate number of maps and charts, together with the constant use of a globe. The requirements for use in grades four to seven are as follows:

Globe.

At least 12" in diameter (preferably a suspension globe).

Maps.

A. Physical Series:

World on Mercator's Projection
United States
North America
South America
Europe
Asia
Africa
Australia
Eastern Hemisphere
Western Hemisphere

At least five of the above are required.

B. Blackboard Outline Series:
At least three under A above are required.

C. Political Series:
At least one set of seven maps under A are required.
Also good map of North Carolina.

D. Historical Series; Atlas:
An atlas and a good series of charts for American History are recommended, not required.

Each map should be mounted on a spring roller with a board back, or in an individual or group case.

LIBRARY

Requirements.

A carefully selected, well organized library is vital to the success of the work of a school. The number of library books required in standard schools is: Group I—Class A, 700 volumes; Group I—Class B, 500 volumes; Group II—Class A, 500 volumes; Group II—Class B, 300 volumes. The library must include:

100 volumes of standard literature for children.
20 volumes of poetry.
50 volumes of reference and supplementary material in geography (including travel, exploration, discoveries, industries, inventions, nature, and science)—for use in grades four to seven.
50 volumes of reference and supplementary material in history and civics (including biography)—for use in grades four to seven.

NOTE: See bulletin, "List of Library Books for Elementary Schools." State Department of Education. Books on all subjects are given by grades.

Grade libraries of twenty to forty of the library books are required in each of the first three grades. Grade libraries are recommended for all grades.

Schools are urged to subscribe to several children's magazines, especially the National Geographic.

Use of Library.

Loan System: A charging system should be kept, preferably by means of cards. (See State Bulletin, "List of Library Books for Elementary Schools," pages 8 and 9. Supplies may be purchased from Gaylord Bros., Syracuse, N. Y.)

Records: The following records and information should be kept:

1. Accurate and up-to-date accession record of all the books in the library in a Standard Accession Book.*
2. Number of volumes in library—(a) at beginning of year; (b) number added during year; (c) total number to date.
3. Record of use of library†—total number of borrowers; total number of volumes loaned during the year.
4. Grade libraries—number of books distributed to each grade.
5. A permanent record of each pupil's library reading.
6. Amount of money spent for new books—there should be an annual library appropriation.
7. Number of magazines taken. (See State Library Bulletin for suggested list.)
8. Record of library service—time given per week by teacher-librarian or regularly employed librarian.

Classification: The books in the library should be classified by a standard library classification.

Library Room.

Standards for a library room and equipment are given on page 20. Adequate shelving should be provided. The elementary books should be shelved apart from the high school books.

SPECIAL PRIMARY EQUIPMENT

Special equipment is necessary for effective work in the primary grades. The minimum amount *required* is as follows:

I. General Equipment.

The following are *required:*

1. Recitation chairs (15 to 20) in the first grade.
2. Grade library (20 to 40 books) in each grade—one to three.
3. Printing press (large type for charts) and a supply of tagboard.

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*This is a numerical list of the books in the library in the order in which they are added to the library. This list should be kept in a separate book from the high school list. A Standard Accession Book of one thousand lines may be purchased from Gaylord Bros. Price $1.25.

†The total number of borrowers consists of the total number of children who borrowed books. The total circulation is obtained by counting the total number of times each book was loaned. Count the book cards at the close of each day before filing them. This gives the total number of books loaned each day. The total for the month and the year is compiled from the daily record. A book designed for keeping this record (entitled "Record of Books Borrowed") may be bought from Gaylord Bros. Price 40 cents.

II. Reading Equipment.

The following are *required:*

1. Set of Phrase Cards for first basal primer and first reader.
2. Set of Word Cards for first basal primer and first reader.
3. Complete set of Phonic Cards for the phonic facts to be taught in the first, second, and third grades.
4. Silent Reading Material—for use in grades one to three—including some of the following:
   Action Sentences; Directions; Questions; Completion Exercises; Group Project Playlets; Silent Reading Lessons.
5. Seatwork Material—for use in grades one to three—including some of the following:
   Word Cards for Sentence Building; Word Matching (Self-Verifying Busy Work); Silent Reading Seatwork (Stories, Words, Projects to Illustrate, Silent Reading Language Cards, Picture Building); Classifying Words; Phonetic Seatwork.

Recommended:

Chart for first basal primer; Mother Goose Charts.

Sentence Strips.

Phrase Cards for oft-recurring phrases and those needing special drill—for the first basal, second, and third readers.

Word Cards for the words needing special attention (those most essential to the child's reading vocabulary and those difficult because of form) in the first basal, second, and third readers.

Nursery Rhyme Sheets; Chart Racks.

Phonetic Drill Charts; Story Building Blocks.

NOTE: Some materials may be bought; others made. See page 21 for suggestions.

III. Arithmetic Equipment.

Some materials under each of the following heads are *required:*

1. Objects for counting and grouping: Splints (1,000 or more—4" to 5"); Numeral Frame; Blocks; Beads.
2. Measures: Rulers (1 dozen each grade); Yard Sticks (one each grade); One Set Liquid Measures for use in grades one to three.
3. Number Cards and Games—for combinations and four fundamental processes; seatwork material for counting, combinations and fundamental processes.

NOTE: All the materials listed above may be purchased. Many of them can be made. See page 21 for suggestions.

IV. Materials for Drawing, Cutting, Construction.

The following are *required:*

Scissors—at least four dozen pair for use in grades one to three.

Manilla Drawing Paper—adequate supply for each grade (one to three).

Crayola—a box per child (grades one to three).

Newspaper Paper (unprinted)—adequate supply for first and second grades.

NOTE: Children may pay for use of these materials.

Recommended:

Colored Construction Paper—adequate supply for grades one to three.

Clay or Plasticene—adequate supply.

Tools—small, strong saws; small, large-headed hammers; nails, varying sizes; tacks; 1 vise; 1 screwdriver.

V. Equipment for Written Work—Recommended:

Uniform materials for all written work (paper of proper width ruling and pencils of proper size) are recommended. Schools can easily order these materials and sell them to pupils.

Grade I:

Paper—(a) Unruled, unglazed (unprinted newspaper paper)—first used. Suggested size of sheets 5"x20". Teacher may fold two-inch creases for lines.
(b) Wide-ruled unglazed paper—one-inch ruling.

Pencil—large size: "Beginner's Pencil."

Grade II:

Paper—unglazed; five-eighths-inch ruling.

Pencil—ordinary size, medium soft, large lead.

Grade III:

Paper—(a) Rough surface; one-half-inch ruling.
(b) Quality that will take ink well; one-half-inch ruling.

Pencil—ordinary size, medium soft.

Penholder—medium size with cork or rubber tip.

Pen—with rounded point.

(See page 21 for suggestions for ordering.)

ADDITIONAL EQUIPMENT RECOMMENDED

(Grades One to Seven.)

I. General Equipment:

United States Flag (large size for flag pole, small one for each grade).
North Carolina Flag.
Recitation chairs for second and third grades.
Victrola and suitable records; Piano.
Pictures: Mother Goose pictures by Jessie Wilcox Smith. Copies of great pictures—for schoolroom and picture study.
Scales for weighing pupils.
Bulletin Board; Sand Table; Playground Apparatus.

II. Standard Tests:

Intelligence Tests.
Achievement Tests in subjects.

RECORDS AND REPORTS

Pupil's Permanent Record.

All standard elementary schools are required to keep a complete, accurate, cumulative scholastic and attendance record for each child, including his final standing and location by grade. (A suggested form for this record is given on page 24.)

Annual Report.

An annual report to the State Superintendent of Public Instruction is required of all standard schools. This report will call for the following information:

1. Statement of the organization of the school.
2. Record of the enrollment, attendance, and promotions of each grade.
3. Summary of the work by grades.
4. Record of the certification, training, experience, and position held by each teacher.
5. Report of the equipment required in a standard school.
6. Report on building.

It will be necessary for the school to keep an accurate record of these items.

A School Should Also Have on Hand:

Individual School Census Cards.

Copies of all Teachers' and Principals' Reports required by city or county school authorities.

BUILDING

A modern, sanitary building should be provided, including:

An adequate number of classrooms of proper size, properly lighted, properly heated, and well ventilated.

At least a seat of suitable size for every child in average daily attendance; adequate blackboard facilities; adequate, well ventilated cloak-room space; and adequate library facilities.

Sanitary water supply with drinking and lavatory facilities; sanitary toilet facilities.

Building and grounds kept in good condition.

Water supply and sewage disposal to be approved by State Board of Health.

The State Board of Health has agreed to approve the water supply and sewage systems of schools.

If the water supply and toilet facilities in buildings now in use are not sanitary and adequate, these features must be approved by the State Board of Health.

Plans and specifications for the water supply and pumping equipment and for the sewage disposal plant in all new buildings should be prepared by the architect and submitted to the State Board of Health for approval before construction is started or contract let for these features. After the equipment is installed, a detailed report upon it should be submitted to the State Board of Health by the architect, to be verified and filed for future reference.

Building Standards.*

The building standards which best provide these conditions are given below. Every effort should be made to meet them.

1. Adequate number of classrooms:
    a. Size: There should be at least fifteen square feet of floor space and 200 cubic feet of air space per child. A classroom should be 22 feet wide by 30 feet long and 12 feet high.

    b. Lighting:

    Lighting from left only, or from left and rear, with at least one-fifth window area to floor space.

    Classrooms should receive east or west light. Windows should be grouped in batteries of five or six units, at least five feet from front wall, with the narrowest possible mullions. All windows should be approximately four feet from the floor, extending as near the ceiling as possible, and the distance from the floor to the top of the windows should be one-half the width of the room.

    Shades: Translucent shades should be used. They should be adjustable and should be hung from the center of the window. They should be light tan or cream.

    Walls: These should be light tan, cream, or buff, and the ceiling should be old ivory or cream. In rooms full of sunlight the walls may be light gray or gray-green. Nothing darker than a weathered oak stain should be used for the woodwork; light or golden oak preferred. See "Color Card" of State Department of Education.

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*Prepared by The Division of Schoolhouse Planning, State Department of Education.

c. Heating and Ventilation:

There should be an adequate central heating plant. The best service is obtained from a low-pressure steam or vapor system, with the recognized amount of radiating surface.

Adequate window ventilation is satisfactory. An adequate fan system of ventilation insures fresh air.

d. Seating:

Only single desks of proper sizes for the pupils should be used.

Types:

Movable, adjustable chair desks.
Adjustable desks of suitable size and properly adjusted.
Non-adjustable desks of proper sizes to fit the children.

Desks of only one size should be placed in a row from front to back. In measuring, the proper distance apart from the edge of the desk to the back of the seat, the following will be a guide:

Number of Desks	*Distance Apart*	*Age of Children*	*Grades*
6	9 inches	6 and 7	1 and 2
5	9 inches	8 and 9	2 and 3
4	10 inches	10 and 11	3, 4, and 5
3	11 inches	12 and 13	4, 5, 6, and 7
2	12 inches	14 and above	7 and 8

There should be an aisle between the row of desks and the wall not less than 24 inches wide, and between the rows not less than 20 inches wide.

Movable furniture is especially recommended for first grade:

Tables and chairs, or movable chair desks.

When stationary desks are used a table and chairs for group work should be provided.

e. Blackboard Facilities:

Blackboards three to three and one-half feet in width should be placed at the front of the room and on the side to the right of the children seated. The height from the floor should be—

24 inches—grades one to three.
26 inches—grades four to five.
28 inches—grades six and seven.

The minimum for each classroom is 30 linear feet. The best quality of slate is the standard; otherwise, the best grade of Hyloplate or equal. Composition boards or painted walls are unsatisfactory and should not be used.

f. Cloak Rooms: A cloak room with at least one good window should open into the classroom. The hooks should be sufficiently low for the use of the little children. Racks for lunch boxes should be provided. Lockers are often used in place of cloak rooms.

2. Library.

An attractive properly equipped library is an important part of every school. "Physical Standards for Libraries" are given in the North Carolina Library Commission Bulletin No. 5, Vol. 10; and in the pamphlet, "The High School Library," published by the University of North Carolina. (Both bulletins are free.)

A bookcase is needed in each classroom. A built-in bookcase is especially desirable. (See page 13 of the State bulletin, "List of Library Books for Elementary Schools.")

A reading table in the classroom is very useful, especially in the primary grades.

3. Building and Grounds.

The building should be kept clean and in good repair.

The grounds should be well drained and all improvements should conform to a blueprint plan of walks and drives and a planting of shrubbery and flowers, suitable to the locality. Information and help may be secured from the University of North Carolina Extension Service, the State Department of Education, and the State Department of Agriculture.

4. Sanitary Water Facilities.

a. Water Pressure System: The water supply to be used in all school buildings should be the public municipal supply where such is available. Where such is not available, a drilled well, securing water from deep-seated underground sources, must be constructed. A small motor with pump and pressure tank attachment is satisfactory for providing running water. Samples of the water should be submitted to the State Laboratory of Hygiene for test at least once a month.

b. Drinking Fountains: Drinking water should be accessible only from sanitary bubbling drinking fountains in playgrounds and corridors—of type which will not permit water that has touched lips to fall back upon the stream.

c. Lavatories: Suitable lavatories of convenient height; soap (preferably liquid) and tissue paper toweling are essential.

5. Sanitary Toilet Facilities.

Adequate, well ventilated toilets and sewage disposal system or sewer connection, which meet requirements of the State Board of Health, must be provided. Toilets to be kept in good condition.

6. Provision for fire protection should meet the requirements of the State Department of Insurance.

SUGGESTIONS FOR SECURING SPECIAL PRIMARY EQUIPMENT

Reading Equipment. (Listed on page 14.)

Phrase Cards for the first basal primer and also for the first basal first reader may be purchased from the publishers of the State-adopted readers.

Word Cards for the first basal primer and first reader may be secured from the publishers or made.

Phonic Cards may be bought from the publishers of the basal books. The complete set should include the phonetic facts to be taught in the first, second, and third grades. It may be necessary to make a few additional cards.

Silent Reading Materials may be purchased from Ginn & Co., 70 Fifth Ave., New York (Horn Shields Silent Reading Flash Cards); The Plymouth Press, 7850 Lowe Ave., Chicago, Ill.; Wheeler Publishing Co., 352 East 22d St., Chicago, Ill.; Johnson Publishing Co., Richmond, Va.; Milton Bradley Co., Atlanta, Ga.

Excellent directions for making materials for silent reading lessons are given in "How to Teach Silent Reading to Beginners," by Watkins, J. P. Lippincott Company, Philadelphia; Teachers' Primary Manuals for "The Boys' and Girls' Readers," by Bolenius, Houghton-Mifflin Co., New York; and "Reading in the St. Cloud Public Schools, Grades One to Six," by Hilpert, Board of Education, St. Cloud, Minn.; "Educative Equipment for Rural Schools," by Dunn, Teachers' College, Columbia University, New York.

Seatwork Materials may be purchased from the firms listed above. Additional ones are Edward Babb & Co., Boston; A. Flanagan Co., Chicago; Beckley-Cardy Co., Chicago; J. S. Latta, Cedar Falls, Iowa; J. L. Hammett, Cambridge, Mass., Southern School Supply Co., Raleigh; Virginia School Supply Co., Richmond, Va.

Excellent directions for making seatwork materials may be found in "The Teaching of Seatwork," Avis Wescott, 4725 South Aldrich, Minneapolis, Minn., and Dunn's Educative Seatwork, State Normal School, Farmville, Va.

Arithmetic Equipment. (Listed on page 15.)

Materials may be purchased from firms listed under "Reading Equipment." Many of them can be made. Excellent suggestions are given in Stone's "How to Teach Primary Number," Benj. Sanborn & Co., New York, and "Primary Number Projects," by Losh and Weeks, Houghton-Mifflin Co., New York.

Equipment for Written Work.

The materials for written work listed on page 16 may be secured from the following firms:

Paper—(Practice Paper; Tablets; Composition Books)—
  Zaner & Bloser Co., Columbus, Ohio.
  J. C. Blair Company, Huntingdon, Penn.
  Roberts & Meck, Harrisburg, Penn.

Pencils—
  Dixon Pencil Company, New York.
  Eagle Pencil Company, New York.

PUPIL'S INDIVIDUAL PERMANENT RECORD

ELEMENTARY SCHOOL REGISTER*—WITH DETACHABLE SHEETS

On pages 23 and 24 is given a suggested form for the individual permanent record of a pupil's attendance, scholarship, conduct, and health. A register 5″x9″ in size should be printed, containing fifty or more of these sheets, perforated one inch from the binding, so that when detached a sheet will be standard file size, 5″x8″.

In order to keep an accurate, cumulative record for each pupil the following directions should be followed:

1. All entries must be accurate, neat, legible, and in ink. Write dates: 1916-7-6 for July 6, 1916, for example.

2. The front and back of one sheet make a complete record for one pupil.

3. When a pupil is promoted during the year, or when he leaves your school to enter another school in the same county, a copy of the pupil's individual record to date should be sent to the principal of the school to which the pupil is transferred. When a pupil is promoted to a higher grade in the same school, the individual record is to be completed as to attendance, text-books, etc., in the lower grade and a new record begun and kept for the pupil's attendance and work in the higher grade. Such a pupil will have two records during one school year—one in the lower grade and one in the higher grade—the two records to be filed at the end of the year to show the full school history of such a pupil. Transferred pupils, of course, must have two records for the year—one complete record in each school.

4. The individual records of pupils, if this register is properly kept, can be detached and placed in envelopes at the end of the year and filed in a vertical file case for future reference. Only one envelope will be needed for each pupil as long as he remains in school. On page 25 of this bulletin is a suggested form for the envelope.

The register should also contain in the back several copies of the Yearly Summary of Attendance sheet for a grade.

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*A supply of these registers and the Manila envelopes for keeping each pupil's record may be purchased from the Barrett Printing Co., Wilson, N. C.

This register was prepared by Supt. C. L. Coon, of Wilson County Public Schools.

..........Name
..........Age ....Date of Birth
..........Birthplace
Grade.......... Section.......... Days in Grade..........
Date Promoted.......... Date Vaccinated..........
Date had Smallpox..........

19.......... 19.......... ....SCHOOL
..........PARENT'S NAME
..........Residence
..........Occupation
..........Township ....District ....Race
..........Left—Date. Cause..........

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Present	Absent	Belonging	Tardy	Month Ending
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
TOTAL																									

Suggested form for Pupil's Permanent Record Sheet—FRONT

……………………’s Conduct, Scholarship, Etc. 19…… 19……

HEALTH, SCHOLARSHIP AND CONDUCT											RECORD OF WORK DONE		
SUBJECTS	1	2	3	4	5	6	7	8	9	10	Text-Books—Titles	Pages Covered	Conditions of Promotion
Reading* . . .													
Language and Grammar . .													
Spelling													
Writing													
Aritchmetic . . .													
N. C. History . .													
U. S. History . .													
Civics													
Geography . . .													
Elementary Science —Agriculture .													
Health and Physical Education .													
Drawing . . .													
Music													
………………													
Conduct													

HEALTH: Physical Condition……………………

*Other Reading……………………

……………………, Teacher

BACK

....County Public Schools
or City
YEARLY RECORDS of

....
Last Name Full Christian Name

....
Date of Birth Race Left—Date Cause

School, District and Township	Year	Grade	Days At-tended	Pro-moted	Trans-ferred	School, District and Township	Year	Grade	Days At-tended	Pro-moted	Trans-ferred
	19........19........						19........19........				

Suggested form for Envelope for Pupil's Permanent Record Sheets. The envelope should be 5½"x8½" in size, opening at one of the narrow ends.

REPORT ON STANDARDIZATION OF ELEMENTARY SCHOOLS FOR 1924-25

	In Counties.	*Special Charter.*	*Total.*
Number of schools which qualify on basis of number of teachers and length of term	270	185	455
Number of standard schools	26	30	56
Number which did not become standard	244	155	399
Items which kept schools from qualifying:			
1. Teachers' certificates*	208	91	299
2. Equipment	23	50	73
3. Course of study*	8	6	14
4. Lacked required attendance*	3	3	6
5. Building conditions*	2	5	7
	244	155	399

Total number of schools inspected, 165.

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*Most of these schools also lacked equipment.

Great credit and honor are due the schools which became standard this year. Many of them began early in September to strengthen their courses of study and to secure the necessary equipment. Superintendents, supervisors, principals, teachers, and pupils worked with untiring efforts.

The outlook for next year is most encouraging, for many schools throughout the State, though unable to meet all the requirements this year, began to build up libraries, to secure the sets of supplementary readers, and to provide for physical education, music, and art in their courses of study, so that this fall, with teachers who hold the proper certificates, they will be ready to do more effective work and become accredited in 1925-'26.

LIST OF STANDARD ELEMENTARY SCHOOLS FOR 1924-25

RURAL SCHOOLS	GROUP	CLASS
BUNCOMBE:		
Woodfin	I	A
Grace	I	B
Biltmore	I	B
Emma	II	B
Swannanoa	II	B
Fairview	II	B
West Buncombe	II	B
CATAWBA:		
Longview	II	A
DAVIDSON:		
Churchland	II	B
DURHAM:		
East Durham	I	A
West Durham, N.	I	A
West Durham, S.	I	A
GASTON:		
Ranlo	II	B
GUILFORD:		
Gibsonville	II	B
JACKSON:		
Sylva	II	A
MARTIN:		
Williamston	II	B
NASH:		
Whitakers	I	B
PENDER:		
Burgaw	II	B
RICHMOND:		
Ellerbe	II	A
RUTHERFORD:		
Caroleen	I	B
UNION:		
Marshville	II	B
WAKE:		
Cary	II	A
Apex	II	B
Fuquay Springs	II	B
Wakelon	II	B
Wendelll	II	B

LIST OF STANDARD ELEMENTARY SCHOOLS FOR 1924-25

SPECIAL CHARTER SCHOOLS	GROUP	CLASS
BENSON	II	B
CHAPEL HILL	I	B
DURHAM:		
Edgemont	I	A
Fuller	I	A
Morehead	I	A
North Durham and Watts'	I	A
FRANKLINTON	I	B
FREMONT	II	B
GIBSON	II	B
GREENSBORO:		
Caldwell and Spring Street	I	A
Aycock and Simpson	I	A
Training School—North Carolina College for Women	II	B
GREENVILLE:		
Evans Street	I	A
Model School—East Carolina Teachers' College	I	B
HICKORY:		
North Hickory	I	A
South Hickory	I	B
HIGH POINT:		
Emma Blair	I	A
MONROE	I	A
MOUNT AIRY:		
Rockford and North Main	I	A
NEW BERN:		
Central, Ghent, Riverside	I	A
OXFORD:		
Grammar School	I	A
ROCKINGHAM	I	A
STATESVILLE:		
South	I	A
East and West	I	A
SPRING HOPE	I	B
WARSAW	I	B
WILMINGTON:		
Hemenway	I	A
Isaac Bear	I	A

EDUCATIONAL PUBLICATION NO. 90 DIVISION OF PUBLICATION NO. 21

AN ACT

TO PROVIDE A SPECIAL BUILDING FUND TO BE LOANED TO COUNTY BOARDS OF EDUCATION TO AID IN ERECTING SCHOOLHOUSES

CHAPTER 201, PUBLIC LAWS OF 1925

THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
MAY 20, 1775

PUBLISHED BY THE
STATE SUPERINTENDENT PUBLIC INSTRUCTION
RALEIGH, N. C.

PRESSES OF
EDWARDS & BROUGHTON PRINTING COMPANY
STATE PRINTERS

CHAPTER 201

AN ACT TO PROVIDE A SPECIAL BUILDING FUND TO BE LOANED TO COUNTY BOARDS OF EDUCATION TO AID IN ERECTING SCHOOLHOUSES.

Whereas, the General Assembly of North Carolina, at the regular session of one thousand nine hundred and twenty-one, by the enactment of chapter one hundred and forty-seven, Public Laws of one thousand nine hundred and twenty-one, in order to aid the counties in the erection of a larger and more permanent type of rural school, created a special building fund of five million dollars, all of which, supplemented by another five million from the counties, is now in commodious school buildings in every county of the State; and

Whereas, the General Assembly of North Carolina, article twenty-five, chapter one hundred and thirty-six, Public Laws of one thousand nine hundred and twenty-three, created a second special building fund of five million dollars to be loaned to the county boards of education from and after January first, one thousand nine hundred and twenty-four; and

Whereas, the State Board of Education received applications from county boards of education for loans from this fund to the amount of more than eight million dollars, from which applications the State Board of Education approved loans for the full amount authorized, and has actually lent the entire five million dollars to the county boards of education for definite and fully described projects, most of which were complete by December, one thousand nine hundred and twenty-four, and available for schools this year; and

Whereas, the entire amount of the literary fund available on February tenth, one thousand nine hundred and twenty-five, has already been definitely lent, and is now going into school buildings for use next year, leaving no State funds for building purposes that may be used in the calendar year, one thousand nine hundred and twenty-five; and

Whereas, ninety-two counties estimate their urgent building needs for the year one thousand nine hundred and twenty-five to be seven million five hundred and thirty-five thousand six hundred dollars ($7,535,600) in order to meet the insistent demands of the people themselves for adequate school buildings in which to operate the six months school term; and

Whereas, since counties and districts have to pay higher interest charges on local bonds than the State pays on State bonds, the two previous special building funds are saving one hundred and fifty thousand dollars in interest charges to the counties; Now, therefore, *The General Assembly of North Carolina do enact:*

Section 1. That for the purpose of providing "a special building fund," to be loaned to the county boards of education for maintaining a six months school term, the Treasurer is authorized and directed to issue bonds of the State of North Carolina, payable in the manner and on the date hereinafter described, to an amount not to exceed five million dollars ($5,000,000). All of said bonds shall bear interest at a rate not to exceed four and one-half (4½) per cent per annum, payable semiannually on the first days of January and July of each year, and the said bonds shall bear date as of the first day of January of each and every year in which they may be issued, under the provisions of this act.

(a) *Special building fund a separate fund.* That the proceeds from the sale of these bonds shall be a separate fund in the hands of the State Treasurer and shall be kept distinct from all other funds of the State. The funds shall be paid out upon the warrant of the State Auditor, but no warrant shall be issued by the Auditor except upon the requisition of the State Superintendent of Public Instruction, with the approval and at the direction of the State Board of Education. The bank or banks in which any money belonging to this fund is deposited by the State Treasurer shall be required to pay interest on monthly balances on said money at the rate of three per cent per annum, and all such money so collected shall be credited monthly by the State Treasurer to this fund.

(b) *State Board of Education authorized to make loans.* That the State Board of Education, under such rules and regulations as it may deem advisable, not inconsistent with the provisions of this chapter, may make loans from "The Special Building Fund" to the county board of education of any county for building, equipping and repairing public school buildings, dormitories, teacherages, and for the purchase of suitable sites: *Provided,* that no loan shall be made from this fund until the application for said loan has been made by the county board of education and approved by the county commissioners, nor until said commissioners shall certify that the loan is necessary to maintain a six months school term: *Provided further,* that no loan shall be made from this fund for erecting or repairing any school building containing less than seven rooms, nor shall any building be erected in whole or in part from funds borrowed from the State unless the plans for said building shall have been approved by the State Superintendent of Public Instruction.

(c) The first four installments paid back to the State by the counties, as contemplated in this act, are hereby declared to be a part of the special building fund and may, in the discretion of the State Board of Education, be loaned to the counties on the same terms and in accordance with the same rules as provided for an original loan.

Sec. 2. Loans to county boards of education made under the provisions of this act shall be payable in twenty equal installments, shall bear interest payable annually in advance at the same rate that the State had to pay on the bonds issued under this act for securing "The Special Building Fund," and said loans shall be evidenced by the note or notes of the county board of education, executed by the chairman and secretary thereof, and deposited with the State Treasurer. The first installment of such loan, together with the interest on the balance of the principal remaining unpaid, shall be paid by the county board of education on or before the fifteenth day of December subsequent to the making of such loan, and the remaining installments, together with the interest, shall be paid, one each year, on the fifteenth day of December of each subsequent year until all shall have been paid: *Provided,* if at the end of any five-year period it shall appear the earnings of said fund are more than sufficient to retire said bonds the State board may direct the State Treasurer to transfer such surplus to the State literary fund, and after all bonds are retired any balance remaining shall be turned over to the State literary fund.

Sec. 3. The county board of education shall provide in its May budget for a special tax, to be styled "A Special Building Fund Tax," sufficient to repay the annual installment, together with the interest due, and shall issue its order upon the treasurer of the county school fund therefor, who, prior to the fifteenth day of December, shall pay over to the State Treasurer the amount then due. Any amount loaned under the provisions of this act shall be a lien upon the total school fund of such county, in whatsoever hands such funds may be; and if the board of county commissioners fail to provide for a sufficient tax for the fund for the repayment of notes, loans and bonds to pay the loans and interest when due, so long as any part of said loan and the interest are due, the board of county commissioners shall borrow the money in order that the six months school term may be maintained in accordance with the Constitution. Upon failure of any county to pay any installment or interest, or part of either, when due, the State Treasurer may deduct a sufficient amount for the payment of the same out of any fund due such county from any special State appropriation for public schools, and if the amount necessary to conduct a six months school term has been decreased thereby, thus making it impossible to provide the funds for a six months term in every district in said county in accordance with law and the Constitution, the county commissioners shall borrow the amount necessary to meet the deficit caused thereby.

The State Treasurer may bring action against the county board of education of such county, or against any person in whose possession may be any part of the school funds of the county, or against the tax collector of such county; and if the amount of school fund then on hand be insufficient to pay in full the sum so due, then the State Treasurer shall be entitled to an order directing the tax collector of such county to pay over to the State Treasurer all moneys collected for school purposes until such debt and interest shall have been paid: *Provided*, this lien shall not lie against taxes collected to pay interest and principal on bonds issued by the authorities of any county or any district.

SEC. 4. That the State Board of Education shall approve all applications for loans and the amount to be loaned to each county. When said board has received and approved applications for loans in an amount of not less than five hundred thousand dollars, ($500,000), the State Board of Education shall direct the State Treasurer to sell, and he shall sell, in accordance with the provisions of this article, North Carolina bonds to provide funds for making the loans in accordance with the applications approved: *Provided*, that whenever applications are received and approved, in accordance with the provisions of this article, if the State Board of Education shall deem it unwise to sell bonds at that time, the State Treasurer, by and with the consent of the Governor and the Council of State, is hereby authorized to borrow money at the lowest rate of interest obtainable, in anticipation of the sale of the bonds herein authorized, and for the purposes for which said bonds are authorized. The State Treasurer shall execute and issue notes of the State for the money so borrowed, and he is hereby authorized to renew any such notes from time to time by issuing new notes. The rate of interest, the date of payment of said notes or renewals, and all matters and details in connection with the issuance and sale thereof shall be fixed and determined by the Governor and Council of State. Such notes when issued shall be entitled to all privileges, immunities and exemptions that the bonds authorized to be issued are entitled to. The full faith, credit and taxing power of the State are hereby pledged for the payment of such notes as may be issued, and interest thereon. The proceeds received from said notes shall be used for making loans to county boards of education in accordance with this article. The notes issued in anticipation of the sale of bonds shall be paid with the funds derived from the sale of said bonds whenever said bonds are sold.

SEC. 5. That the bonds authorized and directed to be issued by the preceding sections shall be coupon bonds of the denomination of five hundred dollars ($500) and one thousand dollars

($1,000) each, as may be determined by said State Treasurer, and shall be signed by the Governor of the State and State Treasurer and sealed with the Great Seal of the State. The coupons thereon may be signed by the State Treasurer alone, or may have a facsimile of his signature printed, engraved, or lithographed thereon, and the said bonds shall in all other respects be in such form as the State Treasurer may direct; and the coupons thereon shall, after maturity, be receivable in payment of all taxes, debts, dues, licenses, fines and demands due the State of North Carolina, of any kind whatsoever, which shall be expressed on the face of said bonds. Before selling any of the series of bonds herein authorized to be issued, the State Treasurer shall advertise the sale and invite sealed bids in such manner as in his judgment may seem to be most effectual to secure the par of said bonds at the lowest rate of interest. He is authorized to sell the bonds herein authorized in such manner as in his judgment will produce the par value of said bonds at the lowest rate of interest, and where the conditions are equal he shall give the preference of purchase to the citizens of North Carolina.

One-twentieth of the total bonds issued under date of January first, one thousand nine hundred and twenty-six, shall be due and payable on the first day of January, one thousand nine hundred and thirty-one, and another one-twentieth of the amount of said bonds shall be due and payable on January first of each year thereafter until the whole series shall be paid, and any bonds issued under this act on any subsequent January first shall be due and payable as follows: One-twentieth of the total amount of said bonds shall be due and payable on the first day of January five years after the date of issuance of said bonds, and one-twentieth on each subsequent January first of each year thereafter until the whole series authorized by this act shall be paid in full.

Sec. 6. The said bonds and coupons shall be exempt from all State, county or municipal taxation or assessment, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise, and the interest paid thereon shall not be subject to taxation as for income, nor shall said bonds and coupons be subject to taxation when constituting a part of the surplus of any bank, trust company, or other corporation, and it shall be lawful for all executors, administrators, guardians, or other fiduciaries generally to invest in said bonds.

Sec. 7. The county board of education, from any amount borrowed under the provisions of this act, may make loans to special charter, local tax or special school taxing districts, and the amount so loaned to any such district shall be payable in twenty annual installments, with interest thereon at the rate the county is required to pay, payable annually in advance. Any amount loaned under the provisions of this act shall be a lien upon the total local tax funds produced in the district. Whenever the local taxes at any time may not be sufficient to pay the installments with the interest, the county board of education must supply the remainder out of the operating and equipment fund, and shall make provisions for the same when the county budget is made and presented to the commissioners in May: *Provided,* nothing in this section shall prevent the county board of education from assuming the entire expense of erecting said building or buildings in any district of the county.

All loans made to such districts, under the provisions of this act, shall be made upon the written petition of a majority of the committee, or board of trustees, of the said district asking for the loan and authorizing the county board of education to deduct a sufficient amount from the local taxes or other funds belonging to said district, other than the teachers' salary fund, to meet the indebtedness to the county board of education. Otherwise, the county board of education shall have no lien upon the local taxes for the repayment of this loan: *Provided,* this lien shall not lie against taxes collected or hereafter levied to pay interest and principal on bonds issued by the authority of any district.

SEC. 8. Upon the completion of project for which the loan was made, the county board of education, upon blanks prepared for this purpose, shall file with the State Board of Education an itemized sworn statement of all expenditures on said project, including the loan from the State and all other funds invested in such building. Members of the county board of education and the county superintendent refusing or failing to make such report or authorizing the expenditure of said loan otherwise than upon the specific project, set forth in the approved application, or otherwise than as set out in the plans and specifications, approved by the State Board of Education, except upon the written approval of the State Board of Education, shall be severally guilty of a misdemeanor, punishable by a fine or imprisonment, or both, in the discretion of the court.

SEC. 9. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 10. This act shall be in full force and effect from and after the date of its ratification

Ratified this 9th day of March, A.D. 1925.

EDUCATIONAL PUBLICATION NO. 91 DIVISION OF PUBLICATIONS NO. 22

OUTLINE COURSE OF STUDY IN AMERICANISM

FOR GRADES SIX, SEVEN AND EIGHT IN NORTH CAROLINA

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

TABLE OF CONTENTS

PAGE

Introduction 5

Preface 6

Controlling Principles for Teaching Americanism 7

- Method of Procedure 8
- Teacher's Attitude 8
- Effect on Children 8
- Outcome in Character 9
- Elements of Control 9
- Teacher's Guidance 10

Lesson Outlines for Specific Grades 12

- Ten Lessons for Grade Six 12
- Ten Lessons for Grade Seven 18
- Ten Lessons for Grade Eight 21

Supplementary School and Class Exercises 31

- Exercises in Flag Courtesies 31
- Exercises in Duties of Citizenship 32

Characteristics and Duties of a Good Citizen 33

- The Scout Law 33
- The Children's Morality Code 33
- Other Specifications as to Individual Character 37
- As to Duties of Citizenship 37
- Twelve Cardinal Points of Good Citizenship 38
- Citizenship Creed of the American Bar Association 38
- Moral Code for School Children—Collier's 39
- The Book of Golden Deeds 40

Dramatizations on Teaching Americanism 42

- Historic Scenes in Eastern Carolina During the Revolutionary War.... 42
- A Monument Exercise 49

Programs for Special Days 52

- Songs 52
  - America 52
  - America the Beautiful 53
  - Battle Hymn of the Republic 54
  - Columbia, the Gem of the Ocean 56
  - The Star Spangled Banner 58
  - Dixie 60
  - The Old North State 61
  - Ho! for Carolina 62
  - Home, Sweet Home 65

Programs For Special Days—*Continued*

PAGE

North Carolina Day 66
Unsolved Problems 67
  Universal Education 67
Armistice Day 68
  The Brooklyn Navy Yard Address 68
  A Soldier's Letter 70
  The Road to France 71
  Our Dead Overseas 72
  In Flanders Fields 72
  America's Answer 73
Thanksgiving Day 73
  When the Frost is on the Punkin 73
  Landing of the Pilgrim Fathers in New England 74
  Father We Thank Thee 75
Lee-Jackson Day 76
  The Conquered Banner 76
  The Southern Soldier 77
Washington's Birthday 79
  Tribute to Washington 79
  Washington 80
  Crown Our Washington 80
  Words of Washington 81
  Washington and Lincoln 81
  Washington's Prayer for the United States of America—1783 82
Temperance or Law and Order Day 83
A "President's Message" 83
  The National Education Association Appeals to Patriotic Teachers to Teach Respect for Law 83
Lincoln's Law Observance Statement 83
  The Drunkard's Advice 84
  Temperance Day Program for Public Schools 84
    Biographical Sketch of Frances E. Willard 85
    A Scientific Temperance Instruction Pageant 85
Memorial Day 95
  The New Memorial Day 95
  The Blue and the Gray 96
  We Keep Memorial Day 97
  The Flag Goes By 98
  Lincoln's Gettysburg Address 99
Bibliography 100

INTRODUCTION

Chapter 49, Public Laws of 1923, requires the teaching of Americanism in all the public schools of the State. Among other things, the law authorizes the State Board of Education to adopt a suitable text-book. The book selected is Brooks' "Our Dual Government," which is the basis of this course of study.

The law also requires the State Superintendent to prepare or cause to be prepared a course of study to be distributed among the teachers of the State to give them proper direction for carrying out the provisions of the law. The State Superintendent was extremely fortunate in securing the consent of Major W. A. Graham, a World War veteran, and at present Superintendent of New Hanover County Public Schools, to prepare this course of study. Special work in this field has been carried on for a number of years in the Wilmington schools. This course of study, therefore, is not theoretical in nature, but is the practical outgrowth of successful experience. The work is so well done that it will doubtless be of great service to teachers.

There is a feeling in some quarters that patriotism and morality are the results of concurrent and associate learnings, and that they cannot be separated out from the rest of the course of study, and successfully taught. However, in my opinion, it was the clear intention of the General Assembly that this work in Americanism should be segregated and given a definite schedule allotment with special emphasis for the minimum time mentioned in the law. It, therefore, becomes the duty of every superintendent and teacher charged with this responsibility to carry it out in good faith.

There will be found, also, in this course of study the bases for the programs of other special days mentioned in the law. One of the special day programs can, in my opinion, in full compliance with the law, be used for one or more lessons in the regular course.

It is sincerely hoped that the teachers of the State will see to it that no charge of indifference in these matters can justly lie against them.

A. T. Allen

State Superintendent of Public Instruction.

August 15, 1925.

PREFACE

The teaching of Americanism is required in the public schools of North Carolina by an act of the General Assembly of 1923. Section 2 of the act reads as follows:

"Section 2. That there shall be included in the term herein called Americanism the following general items of instruction:

(a) Respect for Law and Order.
(b) Character and Ideals of the Founders of Our Country.
(c) Duties of Good Citizenship.
(d) Respect for the National Anthem and Flag.
(e) A Standard of Good Government.
(f) Constitution of North Carolina.
(g) Constitution of the United States."

In accordance with the law the State Board of Education has decided to distribute the work through the grades as follows:

1. Sixth Grade—10 hours, embracing: (a) Duties of Good Citizenship. (b) Respect for the National Anthem and the Flag.

2. Seventh Grade—10 hours, embracing: (a) Respect for Law and Order. (b) Character and Ideals of the Founders of Our Country.

3. Eighth Grade—10 hours, embracing: (a) Standard of Good Government. (b) Constitution of North Carolina. (c) Constitution of the United States.

This outline course of study is prepared by authority of the State Superintendent of Public Instruction to give proper directions in carrying out the provisions of the law.

W. A. Graham.

OUTLINE COURSE OF STUDY IN AMERICANISM

FOR GRADES SIX, SEVEN AND EIGHT
IN NORTH CAROLINA

CHAPTER I

CONTROLLING PRINCIPLES FOR TEACHING AMERICANISM

OBJECTIVES

The purpose back of the law requiring the teaching of Americanism is development of good American citizens. In any successful effort to teach good American citizenship the teachers must know the essentials of such citizenship. These essentials have been nowhere better stated than in the report of the Committee on the Teaching of Democracy of the National Council of Education. (Proceedings of the National Education Association, 1922, page 430 ff.) The committee was organized with Dr. A. Duncan Yocum of the University of Pennsylvania as chairman.

They are grouped around the key word, AMERICA.

A—Assurance of all rights not proved to conflict with the common welfare.

M—Majority rule for the common welfare.

E—Equality: (sub key word, equal)

- (e) equal rights and opportunities and equivalent return.
- (q) self-qualification.
- (u) unlimited compensation except by justice and the common welfare.
- (a) abilities and achievements as equal only through the highest individual effort.
- (l) leveling up in place of down.

R—Responsibility for democracy essentials for self and others, whether required or not required by law.

I—Individual strength of character strong enough to be democratic, largely measured by the extent to which the individual is self-sacrificing.

C—Co-operation in groups or blocks limited by the common welfare of all groups or blocks.

A—Annulment of all rights proved to conflict with the common welfare.

The common welfare is continually broadening and therefore demands a constantly increasing willingness to make sacrifices essential to common welfare. Distinctions must be made between what is essential and what is not essential to common welfare. It is essential to determine what is for the common good. This demands faith in the reliability and disinterestedness of scientific authority for the determination of non-obvious essentials of common welfare.

Majority rule can best be attained when every citizen entitled to vote uses his privilege to express his best judgment on the question at issue. This demands an informed and educated citizenship. Every means should be used to prevent the substitution of the will of a self-interested minority for majority rule for the common good.

It is not sufficient to know these essentials of democracy. There must be a real acceptance of the essentials and the formation of habits of implicit obedience to the standards. Around these essentials of democracy may be grouped all the prescribed general items of instruction and all of the material in the adopted text.

METHOD OF PROCEDURE

The purpose in teaching Americanism cannot be accomplished by the use of a text-book alone, nor by any specific course of study in the subject, however good. The whole regime of the school, the several class periods, the school government, its chapel exercises, its participation in community enterprises, and student life within the school should be used as contributory to the teaching of Americanism. All combined afford opportunities for fixing those ideas, ideals, attitudes, and habits, which determine character.

TEACHER'S ATTITUDE

A most important phase of the problem, the significance of which it would be hard to exaggerate, is the necessity of securing in teachers the attitude that citizenship, democracy, Americanism, whatever we may choose to call it, is not, strictly speaking, a subject at all, but a philosophy, a system of living. Accordingly it cannot be learned in any series of lessons, or at any one appointed time. People do not learn a philosophy of life through the medium of a series of lessons. If the problem were that simple the presentation of the Mosaic code would be enough; but the experience of some thousands of years has demonstrated clearly enough the fact, that more than the presentation of formulæ, the expounding of certain principles, the enunciation of rules of life is necessary if people are to be made better, and if the coming generation of American citizens will be a little more satisfactory than the present. There has been the outstanding weakness of most of the teaching of citizenship in the past, teaching which has concerned itself primarily with the formulation of certain rules of conduct, and the imparting of information concerning the machinery of our Government. Certainly this is necessary, and no thinking person would want it eliminated; but we must not stop there.

EFFECT ON CHILDREN

After all, the test which determines the efficacy of any educational program is the effect the program has upon its subjects. Any teaching of citizenship, for example, which does not make the children who receive that teaching somewhat different in their living and thinking from what they would have been, had they never received that teaching, is of no practical value. The tendency of the day is to express teaching in terms of life, to organize the curriculum around the problems of life. Purely academic interest is by no means negligible, but the practicalists are the dominant influence, and the philosophy of today is the philosophy of pragmatism. In no place should teaching be more concerned with practical results than in the teaching of citizenship.

OUTCOME IN CHARACTER

To insure results of practical value it is necessary, in the first place, to analyze the problem. It is no more possible to teach democracy or citizenship well without knowing what the elements of democracy are than it is possible to teach English grammar without knowing the parts of speech.

In the second place it is necessary that, understanding the problem, teachers remember that these elements be incorporated in the philosophy of life. They must think in terms of democracy, and they must make the children whom they teach think in terms of democracy. In order to accomplish this last, it is necessary, in the third place, that teachers understand how people think and how thought is translated into action, habit, and character. In other words, they must know how their teaching may control conduct. The first and second of these issues have been treated elsewhere in this outline. In the paragraphs immediately following, the attempt is to present in very rough outline of the third problem sufficient to serve our purpose.

ELEMENTS OF CONTROL

Dr. Yocum who, with his committee of the National Education Association, has done so much to systematize the teaching of democracy, holds to the idea that education is fundamentally retention and control. He further suggests that human knowledge and experience can be divided into the following classifications:

1. **Forgotten Knowledge and Experience**, controlling by impressions.
2. **Barely Retained Knowledge and Experience**, controlling by vocabulary.
3. **Many-sided and Varied Knowledge and Experience**, subject to variation control.
4. **Certain Definite Knowledge and Experience**, controlling by system and habit.
5. **General Knowledge and Experience**, accompanied by transfer control.

The pedagogs of the past, and the not very remote past, concerned themselves largely with classes four and five. Only that knowledge which could be reduced to system or which could be at once transferred to use by means of conscious exertion of the will was considered knowledge at all. The vast body of knowledge and experience embraced in classes one and two was given little thought. We now know that things forgotten and not capable of conscious recall still exercise considerable control over conduct. Again, following the outline of Dr. Yocum, let us note the elements of class one, Impression Control, and its accompanying field of knowledge and experience, that knowledge and experience which is forgotten, but which yet controls. These elements are: sensings, realizations, attitudes, standards, and motives.

TEACHER'S GUIDANCE

It goes without saying that every teacher will make impressions upon her children. The corollary is that the teacher should use every device within her power to select the impressions that are made. These impressions are made controlling in two ways, either by cumulative experience or by cumulative instruction, which is the result of intelligent, careful, deliberate choice on the part of the teacher. Impression control is of vast importance. It has much to do with life, and the wrong impression can be just as potent an influence for evil as the right impression is potent for good; hence the necessity for taking cognizance of this vast field of knowledge in the teaching process.

Every one of the five elements of impression control must suggest feeling, and if the facts are so presented that the desired impression is felt by the children, control of conduct must follow. In teaching democracy, every subject in the curriculum and every point of contact in the school must be used consciously by the teacher, in order that the desired impression may be felt. Nor is it difficult for a teacher to find in the geography lesson, or the reading lesson, and invariably in the history lesson, a chance to make the child feel, and feel cumulatively, day after day, grade after grade, a sense of pride in his country, for example; or a realization of duty he owes his fellow-man, or an attitude of respect for law, or a standard of justice, or a motive of altruism. As Dr. Yocum once put it, "To make people loving, we must make them come under the control elements that produce that effect. To make people love the common welfare, we must make controlling in them that idea. Nothing in the course of study should be without a definite end. Time is too short for purposeless and wrong impressions. Everything must work toward the desired goal." Continuing, dealing with class two, Barely Retained Knowledge and Experience, and its accompanying vocabulary control, he said, "Vocabulary is of enormous and growing importance because of the enormous expansion of human activity and interest. The kinds of words one recalls often determine the control exercised over one's thinking and acting. We have taught people the language of crime and of wrong conduct. Daily the headlines of the newspapers shriek it aloud. Let us teach the language of democracy. Let us bring children under the influence of that vocabulary. Every impression a teacher makes in her classroom, every word she teaches the children should be selected so far as possible, for she must never forget that the vocabulary the children learn, and the impressions the children receive will undoubtedly control the conduct of those children, to a greater or lesser degree, at some time in their lives."

And so, in teaching democracy, one should not forget the influence of the subconscious mind upon the conduct of the individual. There is no effort here to deal technically or exhaustively with human psychology; but any outline of method in teaching of democracy which did not at least suggest the importance of this less frequently considered field of human knowledge and experience would omit a most fruitful field. One cannot teach democracy in any one class alone. Even in teaching penmanship one insists that all lessons be written with the conscious effort to obey the teaching received in the penmanship class; if one is a careful teacher of English, one insists that all lessons be presented in good English form. Then, the teaching of this important subject of Americanism should not be relegated to the narrow confines of a limited number of periods in a limited number of grades. Formally the teaching of citizenship, in its more perfunctory aspects, can be given a specific place on the program. But if one is to teach it so that it becomes a philosophy, a system of living, one cannot confine it. Every opportunity must be taken, and if necessary opportunities made, to teach it continuously and cumulatively. It must be a part of the unconscious self of the teacher, and it must be made a part of the unconscious self of the pupil as well as a part of the deliberate plan of life of the pupil.

At least the minimum time allotment may be used profitably with the text and parallel readings. Much more time may be devoted to other phases of instruction. In the teacher's program the work in Americanism should be closely related to that in history and civics, reading and geography. The class periods required should be in the time usually allotted to history or civics.

CHAPTER II

LESSON OUTLINES FOR SPECIFIC GRADES

A suggested division of the text is as follows:

Grade six; Chapters I-VI, inclusive. Read Chapters XIII-XVII, inclusive.

Grade seven; Chapters VII-X, inclusive, and Chapter XII. Review Chapters XIII-XVII, inclusive.

Grade eight; Special study of Chapters XI and XVIII. Review.

Recitations should be socialized and not of the simple question and answer type. Impressions are strengthened and volition stimulated through self-expression. The following outline of lessons is intended to be suggestive. The suggestions to teachers found in the text are approved and should be used freely.

TEN LESSONS FOR GRADE SIX

Text—Our Dual Government

LESSON 1

Assignment—Chapter I.

AIM: To give students an understanding of the meaning of government and to secure an attitude of respect for law.

Teacher and pupils should read the author's preface and the first chapter. The method is to pass from the known to the unknown. Children are already familiar with home and school government. Additional forms of government familiar to sixth graders may be found in rules governing games, etc. Sample constitutions of local societies and organizations should be secured and read. From such simple things the minds of the pupils can reach out to understand that State and National governments are built on similar plans.

In discussing the value of law the teacher should seek to make a deep impression on the minds of the pupils. This impression may become the beginning of desirable habit formation.

In discussing the dual nature of our government seek to avoid confusion. Let the pupils know that as the study advances, the growth of the government will be better understood.

CHAPTER OUTLINE

GOVERNMENT BY LAW:

- Definition of law.
- Definition of government.
- Illustrations of types of government:
    - (a) family government.
    - (b) school government.
    - (c) government in industries.
    - (d) state government.
    - (e) national government.

Definition of Constitution.
The Value of Law.
Dual Government.
Why Study Our Government?

LESSON 2

Assignment—Chapter II.

AIM: To understand the four periods in the growth of our government and the traits of national character exhibited in each period. This aim is continued through the sixth lesson.

CHAPTER OUTLINE

THE GROWTH OF OUR GOVERNMENT:

- The origin of good government.
- Stages of growth:
    - (1) period of settlement—self-reliance.
    - (2) period of developing self-government.
    - (3) period of separation from Great Britain.
    - (4) period of national life.
- How the nations divided this continent.
- The Thirteen Colonies.
- How the Colonies became States.

A good view of the division of central North America may be found on the map opposite page 96 in the seventh grade history text, A History of the People of the United States. In fifth grade history the class studied the settlement of the thirteen English Colonies. This may be reviewed now by out of class reading, First Book in United States History, pages 65-121. If only a limited review is possible, the following sections are best suited, pages 65-73 and 79-86. See, also the same text, pages 185-188. In this connection it is desirable for the teacher to be familiar with that portion of Burke's Speech on Conciliation with America which sets forth his explanation of the love of freedom, which he considered the predominating feature of American character. He attributes it to six causes:

(1) Their descent from English parents, who have always been liberty loving.

(2) To their form of government by provincial assemblies—popular government.

(3) Religion in the Northern Colonies—The Puritans sought religious liberty and this grew into demands for civil liberty.

(4) Slave ownership in the Southern Colonies—Holders of slaves are always jealous of their own liberties.

(5) Education—All are students of English law and recognize their rights.

(6) Space—Three thousand miles of ocean intervenes between the Americans and the seat of English government. Distance weakens control over the colonies.

LESSON 3

Assignment—Chapter III.

Aim: Previously stated. Self-Reliance.

CHAPTER OUTLINE

How the Pioneers Developed Self-Reliance:

Value of self-reliance.
Example of Robinson Crusoe.
How Robinson Crusoe developed self-reliance.
Examples of the early settlers.
Example of Daniel Boone.
Example of David Crockett.
Life in the Colonies different from the life in England.
The beginning of a new government.

The references listed in Lesson 2 include the story of the Jamestown settlement. The story of the life of Daniel Boone is briefly told in the fifth grade history, pages 178-184.

Seek to cause pupils to ask themselves what they are doing to develop self-reliance. What in the school program is designed to develop this quality? What should be added?

LESSON 4

Assignment—Chapter IV.

Aim: Previously stated. Self-Government.

CHAPTER OUTLINE

How the Pioneers Developed Self-Government:

Why government is necessary.
Example of the Jamestown Colony.
Beginning of self-government in America.
The example of the Pilgrims—Mayflower compact.
Example of Pennsylvania.
Example of other Colonies.

The text gives examples of the beginnings of self-government in America. The pupils should have opportunities to try their hands at self-government. Under the direction of teachers, varying degrees of student participation in school government, in organized play, in literary and other societies, and in club organizations, can be developed. Experience of this sort is the most effective training in self-government.

LESSON 5

Assignment—Chapter V.

Aim: Previously stated. Service to Others.

CHAPTER OUTLINE

SERVICE TO OTHERS:

THE STORY OF JOHN CHAPMAN.

The early pioneers developed a spirit of service. Examples:
- The example of John Chapman:
    - Early life.
    - How he served the West.
    - Other services rendered by him.
    - How the people cared for him.
    - What they thought when he died.
    - Service to others became a duty of government.

The story of John Chapman is a splendid example of service to others. Let the students select, bring to class, and discuss other examples from history, from their own reading, from National, State, and community leaders of the present day. Let them likewise measure this characteristic as exemplified in their own group. Let them consider by what process this characteristic may be developed in themselves. Let them examine the code of ethics of a Rotary Club or, if available, get a Rotarian to talk to the class about the aims and purposes of a Rotary Club.

Keep in mind the general purpose to create ideals, attitudes, volitions, and finally habits of good citizenship. This can be done only as the student reacts to situations presented. Therefore, stress student activities and self-expression.

LESSON 6

Assignment—Chapter VI.

AIM: Previously stated. Coöperation.

CHAPTER OUTLINE

LEARNING TO COOPERATE: A STORY OF BENJAMIN FRANKLIN:
- Why coöperation became necessary.
- The example of Benjamin Franklin.
- Friendship necessary to coöperation.
- How the people learned to coöperate.
- The beginning of our postal system.
- The proposed union of all the colonies.
- The need of union.
- Franklin's last services.

The story of Franklin is perhaps the nation's best example of this quality of coöperation. It is desirable that the pupils read at this time Franklin's Autobiography. The fact that Franklin studiously sought to mould his own character may make the desired impression on the pupils. That is just what you are trying to get them to do—set up certain desirable standards of character and conduct and to strive to live up to those standards.

Again, the study of other examples from history, current periodicals, and from personal knowledge is stimulating. The school program should provide for student participation and community participation in coöperative endeavors.

Examine the standards of good character listed in Chapter IV of this manual and see how frequently the three traits of character just studied, self-reliance, self-government, and coöperation appear, and in what forms.

LESSON 7

Assignment—Chapter XIII.

AIM: To learn the meaning of true Americanism and what Americans today enjoy as the result of the development of the American Government.

CHAPTER OUTLINE

WHAT IS TRUE AMERICANISM?

Our inheritance.

(1) public school system.

(2) participation in government.

(3) respect of law and order.

(4) freedom and protection.

Defending Freedom and Protection.

Good faith toward all nations.

Danger of departing from the Constitution.

What is the definition of True Americanism as given in the text-book? Compare this definition with the essentials of good American citizenship mentioned at the opening of Chapter I of this manual and with the duties of good citizenship mentioned in sections (d) and (e) of Chapter IV of this manual. Do these standards meet the test proposed on page 167 of the text-book?

LESSON 8

Assignment—Chapter XIV.

AIM: To realize that each individual is one of the makers of the nation, to recognize in the flag the symbol of the American Government, and to learn the courtesies due the flag.

CHAPTER OUTLINE

MAKERS OF THE NATION:

Who are the makers of the nation?
The nation's flag.
Flag salute.
Flag rules.

Note that the pictures in the text-book on pages 170, 173, and 175 are pictures of salutes to the flag given by special organization groups, each with its individual form of salute. The private citizen has certain prescribed methods of salute. These are given in Chapter III of this manual and illustrated. These alone should be taught in school.

LESSON 9

Assignment—Chapters XV and XVI.

AIM: To know the words and be able to sing the National Hymn, also to know the courtesies due the National Anthem.

To know by heart the American's Creed and to accept it as my own.

CHAPTER OUTLINE

XV

OUR NATIONAL HYMN:

The author of the National Hymn.
How the "Star Spangled Banner" was written.
The "Star Spangled Banner."

XVI

THE AMERICAN'S CREED

The origin of the Creed.
The Creed.
Purpose of the American Legion.

Every pupil should know the history of our national hymn. If not already familiar with the words of all three verses, they should be perfectly memorized now. The class should be able to sing the anthem. This is an appropriate time to teach and practice the courtesies due the National Hymn. See Chapter III of this manual.

Every pupil should commit to memory the American's Creed and know the sources of the phrases. Note the purposes of the American Legion. The law, prescribing the teaching of Americanism, was passed because of the desire of the American Legion to have such a law.

If the members of the Legion live up to the standards set up in the statement of purpose, what sort of citizens do you think they would be?

LESSON 10

Assignment—Chapter XVII.

AIM: To understand the nature of the government of the State of North Carolina, and to appreciate its place in the General Government.

CHAPTER OUTLINE

MAKERS OF OUR STATE GOVERNMENT:

- The pioneers of North Carolina.
- Kind of government.
- The early colonists.
- Coöperation with other colonies.
- The State of North Carolina.
- Adoption of the National Constitution.
- Promoting the welfare of the people:
    - (1) By preserving law and order.
    - (2) By protecting from violence.
    - (3) By providing public schools.
    - (4) By encouraging agriculture.
    - (5) By building good roads.
    - (6) By protecting fisheries.

(7) By protecting health.
(8) By caring for the unfortunate.
(9) By protecting people in other ways.
(10) By providing for local self-government.

Taxation.
Our State Flag.
Our State Song.

The study of Americanism has been designed primarily to create the right sort of national spirit. The study of this chapter should help the pupil to understand the relationship which exists between a state and the National Government. It should also enable him to see how the State Government much more intimately touches the lives of the individual citizens. It should likewise give the pupil a new sense of pride in his own state and cause determination to become a good citizen.

TEN LESSONS FOR GRADE SEVEN

Text—Our Dual Government

LESSON 1

Assignment—Review of Chapters I-VI, inclusive.

Suggestions for these lessons have been given in the outlines for grade six.

LESSON 2

Assignment—Chapter VII.

AIM: To learn the origin of government by Constitution.

CHAPTER OUTLINE

GOVERNMENT BY WRITTEN AGREEMENTS:

Origin of the Great Charter.
What is Magna Carta?
Origin of the Petition of Rights.
What the great petition contained.
Origin of the Declaration of Rights.
What the Declaration of Rights contains.
The Declaration of Independence.

It should be made clear that the constitution is a written form or plan of government. Examine the written constitutions of some local organizations. Examine some of the early written plans of government entered into by the early settlers and those to whom the land grants had been made. Reference to some of them is made in the text.

The development of government by constitution came in four steps: (1) Magna Carta, (2) Petition of Rights, (3) Declaration of Rights, (4) Declaration of Independence.

Learn why the people demanded the great charter from King John. Note also the rights it demanded for the people.

What was the Petition of Rights? On what king was the petition urged? What was the result? What event followed at a later date?

What was the Declaration of Rights? To whom was the Declaration made and with what results? What rights were demanded? Compare these with the complaints listed in the Declaration of Independence.

How did the Declaration of Independence differ from the previous documents?

LESSON 3

Assignment—Chapter VIII.

AIM: To learn why the American Colonies broke away from control of the British.

What caused the colonists to write out a declaration of independence?

What three great truths are proclaimed in the declaration?

Note the long list of grievances. Mark those mentioned in any of the three previous documents. Do any of these grievances still remain under our present form of government?

LESSON 4

Assignment—Chapter IX.

AIM: To learn the two steps by which the Government of the United States was established.

CHAPTER OUTLINE

HOW THE NEW GOVERNMENT WAS CREATED:

- Based on Patriotism—Definition.
- Our greatest patriot.
- Washington's birthday.
- The Continental Congress.
- Articles of Confederation.
- Why the Articles of Confederation were unsatisfactory.
- First Constitutional Convention.
- Who composed the convention.
- Washington's influence.
- Franklin's influence.
- The task completed.
- The Bill of Rights.

The thirteen original colonies declared their independence and, through a coöperative effort, won their independence after the long struggle of the Revolution.

The creation of a new form of government, in which the people govern themselves, was the great task accomplished by our forefathers. Washington and Franklin were among the leading men whose influence shaped the new government.

Note the steps preparatory to the final action: a Continental Congress, Declaration of Independence, and the Articles of Confederation (the first effort at establishing a new form of government).

What caused the failure of the Articles of Confederation?

Get clearly in mind the great contribution of Washington at this time. The result of his efforts was the call for the Constitutional Convention of 1787 to revise the Articles of Confederation. Note, also, the work of Washington in the convention over which he presided. Note, also, the work of Franklin and the effect of his proposal of opening each day's session with prayer.

The second great step in the establishment of the new form of government was the new constitution which was proposed and later adopted. Before final adoption this constitution was amended by the addition of the first ten amendments. These amendments are frequently called the Bill of Rights. In grade eight this constitution will be studied in detail.

LESSON 5

Assignment—Chapter X.

AIM: To learn something of the nature of the Constitution and why the text-book is called "Our Dual Government."

CHAPTER OUTLINE

OUR GOVERNMENT:

- Why a dual government is necessary.
- The Purpose of the Constitution—The Preamble.
- The Organization of the Government:
    - (1) The legislative body.
    - (2) The chief executive.
    - (3) The judicial body.
- Unassigned powers reserved to the States and the people.
- How the United States is unlike other nations.
- What people of other nations say about our Government.

State governments had grown out of the original colonial governments. These state governments had developed during the war into well-organized institutions.

The union of these governments was essential to national unity. The Preamble to the Constitution states the purpose of that document. Note the six statements and the importance of each one.

Note that there are three distinct departments of the government and that they are carefully defined as to their respective duties. Rights granted the National Government are specified in detail. All rights not assigned the National Government are retained for the States and the people.

Note the gradual changes in the Constitution to meet the changes in conditions. Only nine changes have been made since the addition of the ten amendments, the Bill of Rights, in 1791.

LESSON 6

Assignment—Chapter XII.

AIM: To learn the principal events of Washington's administration: election, inauguration, important duties, second term, and farewell address.

CHAPTER OUTLINE

WASHINGTON, THE FIRST PRESIDENT:

- How the Constitution was adopted.
- The first President.
- The journey to New York.

The inauguration.
The new government.
Important duties.
Farewell Address.
Death.
Estimate of the new government.

In the study of the life of Washington, try to get the pupils to see in him the embodiment of the ideals of the new government. Test his character by the standards of good citizenship found in Chapter IV of this manual.

LESSON 7—CHAPTER XIII.
LESSON 8—CHAPTER XIV.
LESSON 9—CHAPTERS XV AND XVI.
LESSON 10—CHAPTER XVII.

Suggestions for these lessons will be found in the corresponding lessons for grade six. The same suggestions are made, but the work expected of children should be increased.

Give opportunity for children to reflect upon the studies, and try to determine what new resolutions they have formed for themselves. Seek to discover if they have changed their own ideals and standards of conduct and character as a result of the studies. If wholesale changes have been made, the objective has been attained.

TEN LESSONS FOR GRADE EIGHT

Text—Our Dual Government

LESSON 1

Introduction to Study of the Constitution of the United States.

Assignment—Brief review of Chapters VII-X, inclusive.

Examination of the general topics covered in the text of the Constitution.

AIM: To learn that the Constitution is the culmination of a series of written documents designed to establish human freedom, and to learn the general plan of this document.

CHAPTER OUTLINE

(1) The review will refresh the memory of students concerning the steps leading up to the organization of the American Government.

Magna Carta.
Petition of Rights.
Declaration of Rights
Declaration of Independence.
Articles of Confederation.
The Constitutional Convention of 1787.
The Resulting Constitution.

(2) The preliminary examination of the text of the Constitution.

The Preamble—

Six purposes to be accomplished in the Constitution.
Three departments of government.

Article I—Legislative Department—the law-making department.

Article II—Executive Department—the law-enforcing department.

Article III—Judicial Department—the law interpreting department and violation judging department.

Article IV—Relation of States—the provision for a dual form of government.

Article V—Amendments—No human document is perfect. The Constitution may, with some difficulty, be amended.

Article VI—General Provisions. There are generally miscellaneous matters that cannot be grouped under any specific head.

Article VII—Ratification of the Constitution.

In order to put the new form of government into operation it had to be agreed to—ratified by the States.

Amendments to the Constitution.
  The Bill of Rights—Amendments I-X.
  Later Amendments, XI-XVIII.

LESSON 2

Assignments—Preamble and Article I.

AIM: To learn the purpose of the Constitution and to understand the organization of the legislative department—Congress.

CHAPTER OUTLINE

Preamble—There are six purposes set forth in the preamble to the Constitution.

It is worth while for students to commit the preamble to memory. (See text, page 167.) Here the author proposes five of the six purposes as a means of judging any law or government.

Article I—Legislative Department.

Section 1—A Congress: Senate, House of Representatives.

Section 2—The House of Representatives.

1. Of whom composed.
2. Standards of membership.
3. Membership—how apportioned to the States. This paragraph has been changed by Amendments XIII and XIV.
   "All other persons" referred to—slaves.
   Read the two amendments. Note that the original apportionment became inoperative after the first enumeration. The apportionment under the Census of 1920 is one representative for every 242,267 persons.
4. Vacancies—how filled.
5. The House to be organized and have right of impeachment.

Section 3—The Senate.

1. How composed. This paragraph has been changed by Amendment XVII.

Read the amendment. This amendment is an extension of popular government.

2. Original classification to fix terms so that one-third expire every two years. The filling of vacancies is changed by Amendment XVII.

3. Standards of membership.
4. Presiding officer.
5. Elective officers.
6. Trials of impeachments.
7. Limitation of judgment.

Section 4—Both Houses.
  1. Election of members.
  2. Meetings.

Section 5—Houses separately.
  1. Organization.
  2. Rules of procedure.
  3. Journal of proceedings.
  4. Adjournment.

Section 6—Rules governing members.
  1. Pay and privileges.
  2. Privileges restricted.

Section 7—Passing laws.
  1. Origin of revenue bills.
  2. New bills became laws.
  3. Resolutions approved.

Section 8—Powers of Congress.

Subsections 1-18 specify the authority granted Congress. The final subsection (18) is the blanket authority, covering whatever has not been specifically told.

Section 9—Powers denied Congress.
Subsections 1-8 specify things the United States cannot do.

1. No longer operative, since slavery has been abolished. As authorized, Congress prohibited the importation of slaves in 1808.

2. A writ of habeas corpus is a legal document requiring an accused person to be brought into court to determine if he may be legally held under the charge.

3. A bill of attainder is a special legislative act by which a person may be condemned to death or to outlawry, a banishment without opportunity of defending himself which he would have in a court of law.

An ex post facto law is one making an act unlawful and prescribing punishment for such act after the act has been committed.

4. This section is modified by Amendment XVI. Read the amendment.
Section 10. Powers denied States or limited by consent of Congress.
Subsections 1-3.

LESSON 3

Assignments—Articles II, III, and IV.

AIM: To learn the powers and duties of the executive Department of the Government.

CHAPTER OUTLINE

Article II—Executive Department.

Section 1—President and Vice-President.

1. Executive power vested in President—term.
2. Electors.
3. Proceedings of electors and of Congress.
   This subsection has been changed by amendment.
4. Time of choosing electors.
   The electors are chosen at the general elections on Tuesday following the first Monday in November in the year preceding the expiration of a presidential term. The electors meet and vote (by act of Congress passed February 3, 1887) on the second Monday in January for President and Vice-President. The votes are counted and declared in Congress on the second Wednesday of the following February. Because of our party organizations, as soon as the electors are chosen at the November election, the results are known.
5. Qualifications of President.
6. Vacancy.
   Congress passed a Presidential Succession Act in 1886.
7. Salary of President.
8. Oath of office.

Section 2—Powers of the President.
   Subsections 1-3.

Section 3—Duties of the President.

Section 4—Impeachment.

Article III—Judicial Department.

Section 1—United States Courts and Judges.

Section 2—

1. Jurisdiction of United States Courts.
2. Original and appellate jurisdiction.
3. Trials.

Section 3—Treason: Defined—Punishment.

Article IV—Relation of States.

Section 1—Official acts credited.

Section 2—Privileges of citizens.

1. Citizens' privileges.
2. Fugitives from justice.
3. Fugitive slaves. No longer operative.

Section 3—New States and Territories.

1. Admission of States.
2. Territory and property of the United States.

Section 4—Protection of States.

LESSON 4

Assignment—Articles V, VI, and VII.

THE BILL OF RIGHTS

AIM: To understand how the Constitution may be amended, the general provisions included in the Constitution and how it was ratified.

CHAPTER OUTLINE

Article V—Amendments.

Article VI—General Provisions.
1. Previous debts assumed.
2. Constitution, Laws of the United States, and treaties of the United States supreme law of the land.
3. Oaths of office required.

Article VII—Ratification of the Constitution.

AMENDMENTS

The Bill of Rights.
Amendments I-X.

North Carolina and Rhode Island refused to ratify the Constitution until the Bill of Rights was added.

The rights guaranteed by the Constitution of the United States:

1. The right of freedom in worship.
2. The right of freedom of speech and of the press.
3. The right peaceably to assemble.
4. The right to petition the Government.
5. The right to keep and bear arms.
6. The right to security and privacy in one's home.
7. The right to own and hold property.
8. The right to demand court decision as to the legality of an arrest—writ of habeas corpus.
9. The right to a fair and speedy trial.
10. The right to jury trial and other protection in courts of justice.
11. The right to be free from danger of being twice tried for the same offense.
12. The right when arrested to be released on bail.

LESSON 5

Assignment—The Later Amendments, XI-XIX.

AIM: To learn the changes which have been made in the Constitution and the reasons therefor.

CHAPTER OUTLINE

Amendment XI. Suits Against States. Proposed 1794; adopted 1798.

Amendment XII. Method of Electing President and Vice-President. Adopted 1804.

Amendment XIII. Slavery Abolished. Adopted 1865.

Amendment XIV. Citizenship and Representation. Adopted 1868. Results of War Between the States.

Amendment XV. Right to Vote. Adopted 1870.

Amendment XVI. Income Tax. Ratified 1913.

Amendment XVII. Direct Election of Senators. Ratified 1913.

Amendment XVIII. National Prohibition. Ratified 1919.

Amendment XIX. Woman Suffrage. Ratified 1920.

The Constitution of the United States is the fundamental law of the land. By its authority all the Federal statutes have been enacted and all treaties made. Under its provisions, the governments of the several States, their constitutions and statutes (laws) are operative. As the author of our text wrote in the first line of the preface, ours is "a government of laws and not of men."

The most significant thing about the Constitution is that it provides for government by the people.

1. The Constitution itself was drawn up by representatives of the people.
2. The men who make laws in Congress are elected for limited terms by the people.
3. State and local laws are made by men elected by the people.
4. Executive officers are also chosen by vote of the people.

Look at the Twelve Cardinal Points of Good Citizenship, Chapter III, e. Do you think the specifications justified?

LESSION 6

The next four lessons will be based on the Constitution of North Carolina. The present Constitution was adopted April 24, 1868. There have been amendments since that date.

Assignment—Preamble, Articles I and II.

AIM: To understand the basis of our State Government and to compare it with the National Government. This aim is continued through remaining lessons.

CHAPTER OUTLINE

PREAMBLE—State's Purpose:

Article I—Declaration of Rights. This corresponds in a measure to the Bill of Rights of the Federal Constitution.

Sections 1-37.

Note similarity of language in sections 1, 2, and 3 to that in Declaration of Independence.

Sections 4 and 5 proclaim allegiance to the Government of the United States.

Section 6 repudiates fraudulent bonds of the State.

Section 33 prohibits slavery.

Article II—Legislative Department.

1. Two branches.
2. Time of Assembly.
3. Number of Senators.

4. Senatorial districts.
5. Apportionment of representatives.
6. Ratio of representation.
7. Qualifications for Senators.
8. Qualifications for Representatives.
9. Election of officers.
10. Powers in relation to divorce and alimony.
11. Private laws in relation to names of persons, etc.
12. Notice on private laws.
13. Vacancies.
14. Revenues.
15. Entails.
16. Journals.
17. Protest.
18. Officers of House.
19. President of the Senate.
20. Other senatorial officers.
21. Style of acts.
22. Powers of the General Assembly.
23. Bills and resolutions to be read three times, etc.
24. Oath of members.
25. Term of office.
26. Yeas and nays.
27. Election of members.
28. Pay of members.
29. Limitations of power.
30. Sinking funds.

LESSON 7

Assignment—Articles III and IV.

OUTLINE CONTINUED

Article III—Executive Department.

1. Officers of the executive department; terms of office.
2. Qualifications of Governor and Lieutenant-Governor.
3. Returns of elections.
4. Oath of office for Governor.
5. Duties of Governor.
6. Reprieves, commutations, and pardons.
7. Annual reports from officers of executive department and of public institutions.
8. Commander-in-chief of militia.
9. Extra session of General Assembly.
10. Appointment of officers not otherwise appointed.
11. Duties of Lieutenant-Governor.
12. Vacancy or disqualification of Governor.
13. Duties of other executive officers.
14. Council of State.
15. Compensation of executive officers.
16. Seal of State.
17. Department of Agriculture, etc.

Article IV—Judicial Department.

1. Distinctions between actions at law and suits in equity abolished.
2. Division of judicial powers.
3. Trial court of impeachment.
4. Impeachment.
5. Treason against the State.
6. Supreme Court Justices.
7. Terms of the Supreme Court.
8. Jurisdiction of Supreme Court.
9. Claims against State.
10. Judicial districts for Supreme Courts.
11. Residences of judges; rotation in districts; special terms.
12. Jurisdiction of inferior courts.
13. Waiver of trial by jury.
14. Special courts in cities.
15. Clerk of the Supreme Court.
16. Election of Superior Court clerk.
17. Term of office.
18. Fees, salaries, and enrollments.
19. Existing laws continued in force.
20. Disposition of pending actions at law.
21. Election, terms of office, etc., of Justices of Supreme Court and judges of Superior Courts.
22. Courts open.
23. Solicitors.
24. Sheriffs and coroners.
25. Vacancies.
26. Terms of office of first officers.
27. Jurisdiction of justices of the peace.
28. Vacancies in office of justices.
29. Vacancies in office of Superior Court clerk.
30. Officers of inferior courts.
31. Removal of judges.
32. Removal of clerks of courts.
33. Amendments not to vacate existing offices.

LESSON 8

Assignment—Articles V, VI, VII, and VIII.

Article V—Revenue and Taxation.

1. Capitation tax; exemptions.
2. Application of proceeds of State and county capitation tax.
3. Taxation to be uniform and ad valorem; exemptions.
4. Restrictions upon increase in public debt.
5. Property exempt from taxation.
6. Taxes levied for counties.
7. Acts, levying a tax, shall state object, etc.

Article VI—Suffrage and Eligibility and Office.

1. Who may vote.
2. Qualifications of voters.
3. Voters to be registered.
4. Qualification for registration.
5. Indivisible plan; legislative intent.
6. Elections by people and General Assembly.
7. Eligibility to office; official oath.
8. Disqualification for office.
9. When this chapter becomes operative.

Article VII—Municipal Corporations.

Sections 1-14 establishing county government, and makes same subject to change by General Assembly with certain exceptions.

Article VIII—Other Corporations.

1. Corporations under general law.
2. Dues of corporations secured.
3. Corporations defined.
4. Legislature to provide for organization of cities and towns.

LESSON 9

Assignment—Articles IX-XIV, inclusive.

OUTLINE CONTINUED

Article IX—Education.

1. Education encouraged.
2. General Assembly shall provide for schools; separation of races.
3. Counties to be divided into districts.
4. Property devoted to educational purposes.
5. County school fund; proviso.
6. Election of trustees, and maintenance of University.
7. Benefits of the University.
8. Board of Education.
9. President and secretary.
10. Powers of the board.
11. First session of the board.
12. Quorum.
13. Expenses.
14. Agricultural Department.
15. Compulsory school attendance.

Article X—Homesteads and Exemptions.

1. Exemptions of personal property from sale for debt.
2. Homestead.
3. Homestead exemptions from debt.
4. Laborer's lien.
5. Benefit of widow.
6. Property of married women secured to them.
7. Husband may insure his life for the benefit of wife and children.
8. How deed for homestead may be made.

Article XI—Punishments, Penal Institutions, and Public Charities.

1. Punishments; convict labor; proviso.
2. Death punishment.
3. Penitentiary.
4. House of correction.
5. Houses of refuge.
6. Sexes to be separated.
7. Provisions for poor and orphans.
8. Orphan houses.
9. Inebriates and idiots.
10. Deaf-mutes, blind, and insane.
11. Self-supporting.

Article XII—Militia.

Sections 1-4.

Article XIII—Amendments.

1. Convention; how called.
2. How the Constitution may be called.

Article XIV—Miscellaneous.

1. Indictments.
2. Penalty for dueling.
3. Draining money from Treasury.
4. Mechanic's lien.
5. Governor to make appointments.
6. Seat of government.
7. Holding office.
8. Intermarriage of whites and negroes prohibited.

LESSON 10

The concluding lesson of the series should have as its aim the formation of definite convictions on the part of pupils, or if such have been previously formed, the pupils should have an opportunity to give expressions.

The following plans will give opportunity for such expressions:

1. Assign same pupils to deliver an address on the Constitution at school chapel or at a public meeting.

2. Assign others to write essays on the Constitution.

3. Still others may debate same question relating to the Constitution.

Assignments for this final lesson should be made early enough to give ample time for real effort.

PUBLIC SCHOOL

CHAPTER III

SUPPLEMENTARY SCHOOL AND CLASS EXERCISES

In addition to the use of the text, the course in Americanism should contain many exercises that will illustrate and apply the lessons of the text. The following are suggested, and many more will occur to teachers:

EXERCISES IN FLAG COURTESIES

1. Provide a suitable flag, and repeat the pledge to the flag daily at chapel exercises. This provides a fitting close to any chapel period. It should be a tribute to one's school citizenship to be chosen to care for and to unfurl the flag for this ceremony. (See text, pages 173-174.)

2. Arrange to have the school site provided with a flag staff and a flag. The Junior Order of United American Mechanics, the American Legion, the Masonic fraternity, the school committee or school patrons will coöperate in providing this equipment.

At least once a week until all are thoroughly familiar with the ceremony, and thereafter as often as required to fix habit, have a formal flag raising. On such occasions the following procedure may be directed by the principal:

Form the pupils in lines by grades, primary grades in front, the teacher at the right of each grade line. The center of the front line should be about fifteen steps from the pole.

An honor detail of three boys or three girls from the sixth grade handles the flag, taking care that it does not touch the ground. When the flag is attached and ready to be raised, the principal calls, "Attention." As the flag begins to ascend, all children stand erect, facing the flag, and the principal calls out, "Flag salute." Boys remove hats with the right hand and hold them over the breast. Girls do not remove hats, but place the right hand over the heart.

When the flag has reached its full height the teacher or principal calls, "At ease," and all pupils relax, replace hats, and drop hands to the side. Pupils may then be returned to classrooms or dismissed.

3. Salute to the flag when passing in a parade. If the school, as a body formed in line or lines, is watching a parade, the same directions as given by the principal at the flag raising would be appropriate and would be followed by the same responses.

However, as citizens we are usually not in school groups when watching parades. As individuals, the proper procedure in saluting the flag when passing in parade is as follows:

If sitting, rise; if standing, face the point where the flag will pass nearest you. When the flag-bearer is about six steps from the point nearest you, stand erect; boys remove the hat with the right hand and place it over the left breast; girls place the right hand over the heart. When the flag-bearer has taken about six steps beyond the point nearest you, relax, replace hat or lower the hand to the side. The bier of a deceased soldier or sailor is always draped with the flag. The same courtesy is paid the flag when passing on a bier as on a flag staff in parade.

4. Salute when passing an uncassed flag. If one visits a military camp, the flag is often seen on its staff before the tent of the commanding officer. In passing the uncassed colors a civilian pays the same courtesy as if the flag were passing him. When about six steps from the point nearest the flag, boys remove the hat with the right hand and place it over the left breast and pass with eyes turned toward the flag; girls place the right hand over the heart and do likewise. When six steps beyond the point nearest the flag, resume position. These courtesies are not paid unless the flag is within a distance of about thirty steps.

If one watches the adults of the present day, it will be observed that few pay the proper courtesies to the flag. They were not taught to do so in school, and have not formed the habit. Teachers of today should see that respect is taught and that the above-mentioned situations are simulated until habits are fixed. If the directions are not sufficiently clear, ex-service men will gladly aid in interpreting them. Boy Scouts, Girl Scouts, and certain other organizations have special forms for salutes. It is believed that only the civilian salutes should be used in schools.

5. Courtesy due the National Anthem. Occasionally have the National Anthem played and habituate children in paying the proper courtesy.

The National Anthem and the national anthems of other nations, when played on formal occasions, and "To the colors" when sounded on trumpets, are entitled to the same courtesy as a passing flag.

When out of doors and covered, stand erect. Boys remove the hat with the right hand and hold it over the left breast; girls place the right hand over the heart. If indoors and uncovered, simply stand erect. Positions should be assumed promptly at the sound of the first note and held until the last note.

EXERCISES IN DUTIES OF CITIZENSHIP

1. Organize some form of student government in school or in the several grade rooms. It is essential that the plan be simple and within the capacities of children. Emphasize the importance of care in the choice of officers and test ability to select wisely.

2. Write a constitution for the government of the school and school laws (rules) to carry out the constitution.

3. Write the rules governing any school game.

4. Make a list of the duties of a good citizen. (See supplementary material.)

5. Hold debates on public questions. Select simple local problems.

6. Provide opportunities for exercise in declamation. Emphasize patriotism in selections.

7. Keep a Book of Golden Deeds. (See supplementary material.)

8. Dramatize historic moments and occasions. (See specimens in supplementary material.)

9. Let the classes in Americanism be responsible for the special programs to be presented on the special days of the school year: Armistice Day, North Carolina Day, Thanksgiving Day, Lee-Jackson Day, Washington's Birthday, Arbor and Bird Day, Temperance Law and Order Day, and Memorial Day.

CHAPTER IV

CHARACTERISTICS AND DUTIES OF A GOOD CITIZEN

What are the elements of individual character, desirable for good citizens? What are the duties of good citizenship? Answers may be found in proposed moral codes and in other lists of characteristics and duties. One list of individual traits that has been given very general approval is that embraced in the twelve points of the Scout Law of the Boy Scouts of America.

A—THE SCOUT LAW

Handbook for Boy Scouts, *Boy Scouts of America.*
200 Fifth Avenue,
New York.

1. **A scout is trustworthy.**
2. **A scout is loyal.**
3. **A scout is helpful.**
4. **A scout is friendly.**
5. **A scout is courteous.**
6. **A scout is kind.**
7. **A scout is obedient.**
8. **A scout is cheerful.**
9. **A scout is thrifty.**
10. **A scout is brave.**
11. **A scout is clean.**
12. **A scout is reverent.**

The Hutchins Morality Code was awarded the Donor's prize of $5,000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals.

B—THE CHILDREN'S MORALITY CODE

William J. Hutchins

Boys and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

I—The Law of Self-Control

GOOD AMERICANS CONTROL THEMSELVES

Those who best control themselves can best serve their country.

1. I will control my tongue, and will think before I speak. I will tell the truth, and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehoods, I will keep my self-control.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II—The Law of Good Health

GOOD AMERICANS TRY TO GAIN AND KEEP GOOD HEALTH

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep, and exercise as will keep me always in good health.

2. I will keep my clothes, my body, and my mind clean.

3. I will avoid those habits which will harm me, and will make, and never break, those habits which will help me.

4. I will protect the health of others, and guard their safety as well as my own.

5. I will grow strong and skillful.

III—The Law of Kindness

GOOD AMERICANS ARE KIND

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.

2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of any one. Words may wound or heal.

3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite; rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV—The Law of Sportsmanship

GOOD AMERICANS PLAY FAIR

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game; the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team.

4. I will be a good loser or a generous winner.

5. And in my work, as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V—The Law of Self-Reliance

GOOD AMERICANS ARE SELF-RELIANT

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.

2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing the right when the crowd does wrong.

3. When in danger, trouble, or pain, I will be brave. A coward does not make a good American.

VI—The Law of Duty

GOOD AMERICANS DO THEIR DUTY

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share for the country's good.

I will try to find out what my duty is, what I ought to do as a good American; and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII—The Law of Reliability

GOOD AMERICANS ARE RELIABLE

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat, nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.

3. I will not take without permission what does not belong to me. A thief is a menace to me and others.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII—The Law of Truth

GOOD AMERICANS ARE TRUE

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

2. I will hunt for proof, and will be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

3. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends, nor will I keep the truth from those who have a right to it.

IX—The Law of Good Workmanship

GOOD AMERICANS TRY TO DO THE RIGHT THING IN THE RIGHT WAY

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invest and make things better if I can.

2. I will take real interest in work, and will not be satisfied to do slipshod, lazy, and merely passable work. I will form a habit of good work and keep alert; mistakes and blunders cause hardships (sometimes disaster) and spoil success.

3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

X—The Law of Team-work

GOOD AMERICANS WORK IN FRIENDLY COOPERATION WITH FELLOW-WORKERS

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stores and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

2. I will help to keep in order the things we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI—The Law of Loyalty

GOOD AMERICANS ARE LOYAL

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my State, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to every one in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my State and my country. If I try simply to be loyal to my town, State, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my State, and my town, to my school and to my family.

And those who obey the law of loyalty obey all the other ten laws of the Good American.

C—OTHER SPECIFICATIONS AS TO INDIVIDUAL CHARACTER

"Truthfulness, fidelity, consecration to duty, justice, courage, industry, reverence, beneficence, clearness of vision as to right and wrong, honesty, love, faith, charity and good will are virtues that help to make an individual great." *Brooks*, in Education for Democracy

ELEMENTS OF INDIVIDUAL CHARACTER

"Independent, brave and bold,
Self-respecting, self-controlled,
Just and generous, cheerful, pleasant—
Be these standards ever present
In my life, until I rise,
To love of all through sacrifice."

REPORT OF COMMITTEE ON TEACHING OF DEMOCRACY

"Courage, faith, hope, kindness, gentleness; patience, perseverance; punctuality, regularity; accuracy, industry, and application; honor, truth, integrity; sincerity and simplicity; love of work and pride in work well done; unselfish service, sympathy; self-control and self-reliance; duty and obedience; reverence for God, for each other, and for all His lowly creatures.

These—the moral and spiritual values of life, we believe, are the fundamentals of education. They are the individual and national qualities of character which have made America great in the past; they are the qualities which are most needed in the citizenship of today; they are the hope of the future." *Randall J. Condon* in Atlantic Monthly

D—AS TO DUTIES OF CITIZENSHIP

"The good citizen may be defined as a person who habitually conducts himself with proper regard for the welfare of the communities of which he is a member, and who is active and intelligent in his coöperation with his fellow-members to that end.

"The good citizen will possess an abiding interest in the welfare of the community, a working knowledge of social agencies, and good judgment as to those means and methods that will promote one social end without at the same time defeating other social ends. Furthermore, he must have the point of view that progress is essential in order that he may do as well by civilization as did his fathers before him. Every community also needs citizens who possess a large measure of social initiative and the power of leadership." *Federal Bulletin*, The Teaching of Community Civics

E—TWELVE CARDINAL POINTS OF GOOD CITIZENSHIP

It is the duty of every good citizen:

1. To be self-supporting, diligent, and thrifty.
2. To be informed on public questions.
3. To vote his convictions after due deliberation.
4. To pay taxes cheerfully.
5. To be available for office-holding if desired by the public.
6. To be honest with himself and others.
7. To be charitable and tolerant in all dealings.
8. To obey the law.
9. To enforce obedience of others for the common good.
10. To coöperate with others for the common good.
11. To believe in and to exemplify belief in democratic equality.
12. To be active in promoting the common good.

F—CITIZENSHIP CREED OF THE AMERICAN BAR ASSOCIATION

1. I am living under a government—and am myself a part of such government—wherein at least an elementary knowledge of the nature and principles of this Government must be generally diffused among the great mass of its citizens. I, therefore, believe it to be my duty to inform myself on American history, the foundations of our Government as embodied in the United States Constitution, and the application of the principles therein contained to present-day problems.

2. Since ours is a government of, for, and by the people, it is by the very same token a government of and by public opinion. It is, therefore, my duty, as a good American citizen, to help form public opinion in the community in which I live in order that all citizens may hold intelligent, just, and humane views on governmental questions and endeavor to have such views embodied in our laws.

3. Since popular government is shaped in the first instance by the exercise of suffrage, it is one of my primary duties as a good American citizen to cast my ballot in all local, state, and national elections and to urge my fellow-citizens to do the same.

4. Since ours is "a government of laws and not of men," and since an orderly government can exist only through laws justly administered and impartially enforced, I declare it to be my duty as a good citizen to serve as a juror whenever summoned, and to use my influence in every proper way to the end that lawyers, judges and jurors so conduct the administration of justice as to entitle the law and the courts to popular approval and support.

5. I believe that we Americans have the best government that has ever been created—the freest and the most just for all the people—and that it is my duty to uphold and defend this Government at all times. I believe

that just as the "Minute Man of the Revolution" was ready upon a moment's notice to defend his rights against foreign usurpation, it is my duty as a patriotic American to be a "Minute Man of the Constitution," ready at all times to defend the long-established and cherished institutions of our Government against attacks, either from within or without, and to do my part in preserving the blessings of liberty for which my revolutionary forefathers fought and died.

6. I believe that as a good American citizen I must maintain continuously a civic consciousness and conscience; that my country needs my active service in times of peace no less than in war; that patriotism must be a constituent part of my religion; that no prouder boast can emanate from my lips than truly to declare, "I am an American citizen," and that as an American citizen the Constitution of the United States ought to be as actual a part of my life and of my religion as the Sermon on the Mount.

G—MORAL CODE FOR SCHOOL CHILDREN—Collier's Weekly

In God We Trust

If I want to be a happy, useful citizen, I must have:

Courage and Hope

I must be brave. This means I must be brave enough and strong enough to control what I think and what I say and what I do, and I must always be hopeful because hope is power for improvement.

Wisdom

I must act wisely—in school, at home, playing, working, reading or talking. I must learn how to choose the good, and how to avoid the bad.

Industry and Good Habits

I must make my character strong. My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good I shall have no time to do evil. I can build my character by training myself in good habits.

Knowledge and Usefulness

I must make my mind strong. The better I know myself, my fellows and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.

Truth and Honesty

I must be truthful and honest. I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.

Healthfulness and Cleanliness

I must make my body strong. My eyes, my teeth, my heart, my whole body must be healthful so that my mind can work properly. I must keep physically and morally clean.

HELPFULNESS AND UNSELFISHNESS

I must use my strength to help others who need help. If I am strong I can help others; I can be kind, I can forgive those who hurt me, and I can help and protect the weak and suffering, the young and the old, and dumb animals.

CHARITY

I must love. I must love God who created not only this earth but also all men of all races, nations and creeds, who are my brothers. I must love my parents, my home, my neighbors, my country, and be loyal to all these.

HUMILITY AND REVERENCE

I must know that there are always more things to learn. What I may know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how and whom to obey.

FAITH AND RESPONSIBILITY

I must do all these things because I am accountable to God and to humanity for how I live and how I can help my fellows, and for the extent to which my fellows may trust and depend upon me.

H—THE BOOK OF GOLDEN DEEDS

Having determined some desirable traits of individual character and standards of good citizenship, there must be some means of getting these characteristics and standards woven into the minds and habits of children. As previously stated, these elements of democratic citizenship must become a vital part of the thinking and experience of children.

Superintendent M. A. Cassidy of Lexington, Kentucky, has found success in the plan of having every grade keep a Book of Golden Deeds. Certain traits of character are selected as desirable and listed in all grades. Children select from their experience, their reading, or from any other source incidents which, they believe, are suitable illustrations of any one of these virtues. Ten minutes a day are devoted to discussion of the incidents brought in by the children, and such as are voted worthy by the class are entered in the Book of Golden Deeds of that grade or class. In the Lexington schools "Golden Deeds" books are kept in all grades through the Junior High School. The method has been found effective since its introduction in 1903. Each year prizes are offered to individuals who have the largest number of golden deeds entered in the best of the books. Another prize is given for the best selection of golden deeds presented by an individual student, and voted worthy by his grade. Superintendent Cassidy's argument is that this constant search for Golden Deeds proves interesting to pupils and that the constant contact, through the process, with the finer elements of character reacts on the child's character. The plan was suggested by a reading of Hawthorne's "The Great Stone Face."

CHAPTER V

DRAMATIZATIONS, IN TEACHING AMERICANISM

Dramatizations are always interesting to pupils, and they are capable of writing their own copy. This is as true of upper grammar grades and high school students as of primary grades. The following are typical specimens of dramatic compositions which have been produced by elementary school pupils under the direction and guidance of teachers. The first specimen is reprinted as it appeared in *North Carolina Education for April, 1923.*

A—HISTORIC SCENES IN EASTERN CAROLINA DURING THE REVOLUTIONARY WAR

By Grace Parker, Cornelius Harnett School, Wilmington, N. C.

NOTE.—These events in the history of Eastern North Carolina were dramatized by Miss Parker and her sixth grade pupils. For the privilege of printing this play, *North Carolina Education* is indebted to Mrs. Josie W. Brock, the principal of Cornelius Harnett School, who thoughtfully sent it for publication. "I think the children who took part," she writes, "learned to appreciate the significant points of local history as they could have done in no other way." And of course the grown-ups who witnessed the play felt a stronger throbbing of patriotic pride as their colonial forefathers moved before them in the play.—Editor.

As many characters as desired may be introduced. Costumes are all colonial, suited to the part. *Spirit of Prophecy* wears a long, flowing white robe, gold crown, and regalia of gold and purple. *Spirit of State* wears a long, flowing robe of pale pink, silver band on head, and carries over the chest a North Carolina shield. *Peace* wears a white robe with the United States flag draped around the body, stars over the left shoulder. Band on head made of red, white, and blue. Many other features may be added to make the closing episode more attractive.

FOREWORD: Let the rivers and woodlands bring back to you the love of the past. The setting is new, but we'll live the scenes of yesterday by turning the pages of history. We'll work together, and together we'll play over again the scenes in America of yesterday."

PART I

CHARACTERS:

Spirit of State (N. C.)
Spirit of Prophecy
Hugh Waddell
Cornelius Harnett
William Hooper
John Ashe
Colonel James Moore
First Citizen
Second Citizen
Servant
Messenger Boy
A Tory

(*Enter Spirits and slowly approach stage center from opposite directions.*)

Spirit of State—Oh, wise and wonderful Spirit of Prophecy, I come to you as a little child. I know not what I am to do. I do not know what is to happen to my colony within the next few years. I only know that I am here, and that I have a mighty duty to perform, and so I've come to you, O wise Spirit of Prophecy, to have my duties revealed.

Spirit of Prophecy—In times gone by the men of Carolina would venture only into near-by waters, and near-by lands, but now, O brave Spirit of State, they will learn the truth; they will sail on unknown waters, march over unknown fields, and make your nation first in all the lands. You will throw wide the gates to that freedom which to our Pilgrim fathers was but a dream. This new land shall become a refuge and a free church for those who seek to know their God, and not idols of a king.

Spirit of State—Great, wise, and wonderful Spirit of Prophecy, I bow before you. My duties I accept—toward opening the gates of freedom; but oh, bid my sister colonies and me to be as strong men to run the race.

Spirit of Prophecy—You have a mighty task. Battlefields lie in your way, and seas of blood are to be crossed. But you must resist your king, and put aside the memories of the mother land from which you've come. You will win a freedom never known before. No king shall hold sway in this new land. The people shall be rulers. Go, therefore, to your task. Now is the opportunity for freedom. Be first of the thirteen colonies to open the way for independence.

Spirit of State—(*Bows and passes off stage, while Spirit of Prophecy retires to upper right-hand corner of stage behind screen.*)

(*Enter all men of Part I, except C. Harnett and Tory.*)

Hugh Waddell—Well, I am glad that's over.

Colonel Moore—Over? You mean you are glad we have begun to show our colors.

Hugh Waddell—That game was played quickly and well played, too.

William Hooper—Oh, that's no wonder. See who took in the game. Wasn't the stamp seller surprised when he found out that we meant, "No stamps for Carolina"? By the way, I wonder what we shall do with our little souvenir, the boat.

John Ashe—Well, we've at least kept the stamps from landing, and I suspect the "Diligence" will soon be sailing back to England.

Hugh Waddell—I think Captain Phips would start immediately, but Governor Tryon has persuaded the stamp seller into believing that North Carolina will pay England's debt by buying these hateful stamps.

Colonel Moore—I wonder how Governor Tryon feels today, after what happened last night?

First Patriot—I don't know, but I think he has rightly won the name of Great Wolf, and probably feels like the wolf felt when Bre'r Rabbit shut him up tight in his chest, and slowly poured hot water on him.

Second Citizen—Please explain what you men are talking about, such talk sounds rather silly to me.

Hugh Waddell—Well, since you were not present yesterday at Governor Tryon's great barbecue feast, I shall have to tell you what happened. Governor Tryon invited a large crowd of officers and patriots to a big barbecue feast, thinking he would persuade us to allow just enough stamps to be sold in North Carolina to make a good showing in England for him; but instead of persuading us as he thought—Well, I am afraid we didn't pay him much respect, for we threw the barbecue into the river and poured out all the wine on the ground. The governor looked as though he had been given a big dose of something he couldn't swallow. (*All laugh.*)

First Citizen—What did our Royal Governor do after this grand peace offering was "busted?"

Hugh Waddell—Do? Why, he went home, and we have had no orders from the Great Wolf since.

Goodness! It's time Cornelius arrived.

First Citizen—Here they are. Now to business.

(*Enter Cornelius Harnett and a Tory.*)

Cornelius Harnett—I am sorry to have kept you men waiting, but I have been detained on business. The time has come for us to take things in our own hands and act according to our own conscience. No longer do we need to wait on England for justice. The Tories have made the first start. We can come out now and snap our fingers at them.

The Tory—You are wrong. Should we come out now against the British we shall find ourselves in their clutches. We are only a handful, and they are many.

Colonel Moore—Our people have been patient and now the trouble has begun in dead earnest.

The Tory—'Tis a dreadful situation.

John Ashe—Yes, 'tis a dreadful situation, but if we submit to the unjust laws of England, we do so spilling our blood.

(*All cheer.*)

The Tory—Good sirs, pray let me reason with you.

Cornelius Harnett—Reason with us! Is that your message for the morning? Listen, you are representing an armed body of Tories, and since you are not one of us, you had better seek safety.

The Tory—Seek safety! What do you mean?

Cornelius Harnett—I mean that the men in the Cape Fear section are angry and we may not be able to hold our temper. We look upon you who fight for King George as traitors.

The Tory—Traitors!

Cornelius Harnett—What else could we call you? You were born in this country; you went to our schools; you have made your living among us; we have not forgotten these things.

The Tory—I am surprised that you men are willing to bring bloodshed upon your fellow friends.

Colonel Moore—We are willing, sir, to die for our rights.

Cornelius Harnett—We have suspected you as a Tory from the first and we are fully prepared to deal with you.

The Tory—I fear, good sirs, that we are going to have trouble. (*Passes off saying: "Are fully prepared to deal with you."*)

(*All watch him off, then Cornelius Harnett says: "Now for business."*)

(*Men are immediately interrupted by servant.*)

Servant—Sir, please sir, there is a messenger to see Mr. Colonel Moore.

Cornelius Harnett—Show him in.

(*Enter messenger, who gives Colonel Moore message as he advances.*) (*Message is read aloud.*)

The Tories are fast gathering at Cross Creek and expect to reach Wilmington in a short while.

Cornelius Harnett—Now our cry is, "To Arms! To Arms!" and check the march of the Tories.

Colonel Moore—I shall do my best in giving them a fighting chance to ever see home again. They think they'll help King George to crush our spirits; take away our rights; but we will not submit so easily. Come, men, we must collect our forces ready for war.

(*All start off, but stop and listen to Hugh Waddell.*)

Hugh Waddell—Let us plan to check the march of the Tories at Moore's Creek Bridge. Every man must be ready and fire at the first sign of treachery.

All—We are ready.

PART II

Scene changes to Edenton, North Carolina.

CHARACTERS: Just as many girls may be used as desired.

SETTING: Mrs. Elizabeth King and several ladies may be seated chatting away when the scene opens. Mrs. King greets other guests as they arrive, and greetings are exchanged between those present. A general hum of conversation is kept up till all guests arrive, except Mrs. Baker, who comes later.

COSTUMES: Colonial styles.

(*All seated in half-circle around table.*)

Mrs. King—Ladies, you remember a short time ago, or rather at the last Halifax Convention, a committee of correspondence was appointed. It is the duty of this committee to write to all the other colonies, as well as the different sections of our own colony, to find out just how everybody feels about this terrible tax England is trying to force us to pay. Well, Mr. King, my husband, is on the committee, and he has just had a letter from Cornelius Harnett, of Wilmington. He says the Cape Fear settlers did not even allow the Diligence, with all her great cargo of stamps, to come near the shore, and that for a while they had a pretty lively time of it.

All—Hurrah! for the Cape Fear settlers.

Mrs. Sarah Valentine—You know, Mrs. King, the Cape Fear settlers are all very patriotic; but have you thought of the number of Tories in that section? I understand that most of the King's officers are in and around Wilmington.

Mrs. Shirley—Yes, and I hear that Flora Macdonald and her mother are doing all they can to help the King's officers push the cause of the Tories.

Mrs. Blunt—Well, don't let's talk of the Tories. That has nothing to do with why we are here this afternoon. This tax on tea, that England is trying to force us to pay, must be dealt with first, or else we shall have to give up our tea.

Mrs. Johnston—Yes, tax on tea is a direct insult to the American colonies. It poisons every cup we drink. The society of England, as well as America, has always been marked by a cup of tea. Yes, it is an insult to us and our sister colonies, and we must not stand for it. The ladies of Edenton must resist the tax on tea as bravely as the Cape Fear settlers resisted the landing of the stamps.

All—Yes, and we are going to.

(*A knock is heard. Mrs. King greets Mrs. Baker.*)

Mrs. King—Ladies, this is Mrs. Penelope Baker, whom most of you know, and whose husband is also a member of the correspondence committee. She has some very interesting news for us. Mrs. Baker.

Mrs. Baker—We have just had a letter from Philadelphia, telling us all about the meeting of the Continental Congress. A Declaration of Rights has already been drawn up and the delegates will send it to King George of Great Britain. If it fails I feel sure we shall fight, even to the last man.

Mrs. Johnston—War is such a terrible thing, but England must not force her unjust laws on us.

Mrs. Blunt—The day has come for the ladies of Edenton to show their love for freedom, and to show their feelings toward the iron rules of England by declaring that they will not use any more of the hateful tea. We cannot be forced to pay tax on tea if we do not use it.

Mrs. Smith—Do you not think we are biting off our noses to spite our faces? I have been having my cup of tea for the last forty years, and oh, how I shall miss it!

Mrs. Baker—The idea of an Edenton lady talking like this! Why, it's perfectly ridiculous!

Mrs. Haskins—We must not use the tea as long as the tax is on it. I, for one, will never use it again unless the tax is removed.

Mrs. Valentine—My teacups shall never hold any more of the vile stuff unless England instantly removes the tax.

Martha Shipley—Anything would be better than giving up our liberties by drinking tea with a tax on it.

Mrs. Johnston—This tea drinking is all a habit, anyway. A drink made of dry raspberry leaves is far better than the hateful tea with a hateful tax on it, as Mrs. King will show presently.

Mrs. King—Well, since we feel alike about the tax on tea, I suggest that Mrs. Baker be appointed to draw up some resolutions for us, after which we sign with our own hands. All those who favor this say "Aye." (*All say "Aye."*) Now, Mrs. Baker, please draw up resolutions suitable for the occasion.

(*Mrs. Baker retires to one corner of stage and writes continuously. While Mrs. Baker writes, other ladies may be chatting away on topics of the day and Mrs. King is busying herself with teacups.*)

Mrs. King—Ladies, I have prepared for you this afternoon a beverage made of dry raspberry leaves. I think it is just as good as any English tea.

While Mrs. Baker is writing our resolutions you can see if I'm not telling the truth.

(*All taste tea. Exclamations of delight are heard from several, and all declare that tea made from dry raspberry leaves is just the thing. Mrs. Baker rises, as Mrs. Johnston speaks.*)

Mrs. Johnston—Ah, here she comes.

Mrs. Baker—Ladies, the resolutions are ready. Shall I read them? (*All answer "Yes," as they crowd around her. She reads.*)

"As we cannot be indifferent, on any occasion, that appears to affect the peace and happiness of our country; and as it has been thought necessary for the public good to enter into several particular resolves by meetings of the members of deputies from the whole province, it is a duty we owe not only to our near and dear relations, but to ourselves, to do everything as far as lies in our power to testify our sincere loyalty to the same; and we do therefore, accordingly, subscribe this paper as a witness of our fixed intentions, and solemn determination to do so."

(*Ladies show approval by nods and bows while Mrs. Baker reads.*)

Mrs. King—You have heard the resolutions. What shall we do?

(*Some one moves that they be adopted. They vote "aye."*)

Mrs. Baker—Well, ladies, show your approval of this act by signing your name to these resolutions.

(*All sign.*)

Mrs. Baker—Mrs. King, we wish to thank you for inviting us to your house and for the delicious drink you served. Now, ladies, if war is forced on us, do we stand together on the question of freedom as we do on this tax on tea?

All—Yes, indeed we do.

Mrs. King—Well, our time has not been spent in vain, I trust that this will go down in the pages of history, and that our children's children will rejoice and thank us for lending a hand toward throwing wide the gates of freedom.

(*All bow in approval. Several guests say good-bye, all talking as they go off.*)

PART III

A reception in the home of Cornelius Harnett, in honor of George Washington and General LaFayette. Large room, table, two chairs, flag under Washington's picture, flowers, candles, and other properties may be added.

(*Waiter enters with tray filled with punch, for wine-glasses.*)

Servant—Dat am a mighty fine drink. Umph! Don't I wish I could take a part in this party tonight and get a taste of this most important drink.

(*Lady enters just in time to see servant about to taste the wine.*)

The Lady—Bring a few more chairs; all of our guests may not want to dance.

Servant—Yassum, yassum; I'se going.

Lady—Now, I think that will do.

(*Both go off.*)

(*Enter Miss Pringle and Miss Carrol, two old maids.*)

Miss Pringle—Nobody here.

Miss Carrol—No, I knew we were a little early. Oh, how excited I am. Think of being introduced to General George Washington and Marquis de LaFayette!

Miss Pringle—And I am going to do my best to dance the minuet with him. I am so glad I had my hair arranged day before yesterday, just as soon as I heard he was in the city.

Miss Carrol—Come, we'll go into the garden till some other guests arrive. (*Exit.*)

(*Enter several men, led by Cornelius Harnett.*)

Cornelius Harnett—Welcome, men; just make yourself at home in my house. This promises to be a great evening for all of us. Not every city can boast of a visit from such men of our day as General Washington and Marquis de LaFayette. Wilmington is, indeed, proud to be honored with such guests. Ah, here are others and I must greet them.

(*Other guests arrive; greetings exchanged.*)

John Ashe—This is a very different meeting from the last one we had here.

Colonel Moore—I should say we have had some experience since the day a bunch of us told Captain Phipps "No stamps for Carolina."

John Ashe—Yes, the days of fighting were trying times, but France was our friend and helped us to stay on top, and now we can swim for ourselves.

Cornelius Harnett—Yes, that saved us, even though there were times when all seemed lost. The terrible winter months at Valley Forge, when the soldiers had neither food nor clothes.

William Hooper—Yes, and the awful days we lived while Cornwallis and Ferguson were lording it over us in Georgia and South Carolina. My! but didn't we feel sick when Gates acted the fool and lost Camden?

First Citizen—But our spirits began to rise a little when Washington sent Greene down South to be commander-in-chief, and Gates was removed.

Second Citizen—After our victory at King's Mountain, didn't we make it hot for Cornwallis and his redcoats? We gave him a real chase back to headquarters here at Wilmington.

Cornelius Harnett—Ah! here are our honored guests. Welcome, George Washington. Welcome, LaFayette. What guests could be more welcome? We were wondering why you are so late.

Washington—We met with several friends, and a few soldiers and, naturally, we had to talk a few minutes about the days when we were in the saddle.

Cornelius Harnett—That's exactly what we have been doing while we waited. Oh! here are others.

(*As they come, greetings are exchanged. Miss Pringle and Miss Carroll are among these guests.*)

(*Enter Waddell.*)

Cornelius Harnett—Waddell, we are glad to welcome you.

Waddell—Ah! LaFayette, we owe you a thousand thanks for this visit, and to you, General Washington.

LaFayette—It gives me a great pleasure to be here, friends.

Washington—I am sure it gives us all pleasure to be in Wilmington and to be entertained by our old friend, Cornelius Harnett, the Pride of the Cape Fear.

(*Cornelius Harnett serves drinks. While this is being done guests may be talking to each other quietly.*)

LaFayette—Let us drink to America's independence.

Hugh Waddell—Let us drink to two whose unselfish devotion to our country has endeared them forever in all our hearts, General Washington and General LaFayette, the true friends of America.

Cornelius Harnett—To the true friends of America!

(*All drink.*)

LaFayette—How can I reply? Ze moment I heard of America I loved her. Ze moment I knew she was fighting for freedom I wanted to help her. I have been happy to serve her.

(*Bows, and all cheer.*)

Washington—We have been happy, serving America together.

Cornelius Harnett—The hour has arrived for the minuet. Gentlemen, choose your partners and let's begin.

(*Eight couples dance the minuet, while others stand around talking to each other. When finished, all cheer.*)

(*Children arrange themselves in half-circles on stage, leaving the center back clear, also an opening at the left entrance.*)

Washington—The days of revolution are ended. They were most of them dark and dreary and showered with blood. But now they are over. We are proud of those left, and proud of those who gave their lives. We are proud. Nobody knows what the future holds in store for us. At present, our government is not very strong and we have enemies. We know life cannot be easy all the time. There are always hardships, but we must take what we have and build a strong and mighty nation. So, no matter what fate befalls us, we give thanks to God with hearts full of joy that He hath allowed us freedom in this beautiful America.

(*Enter Spirits of Prophecy, State, and Peace. These group themselves at center back.*)

Spirit of Prophecy—This, our flag (*North Carolina State flag*), shall ever be new as she waves over North Carolina. She shall always bear under her stately ripples the two dates, marking North Carolina as a leader, taking the first step toward independence. (*Turns to soldiers.*) "In the strength of these, our brothers, soldiers of yesterday, patriotism was born anew; to burn with ever stronger hue, as each new cross is ours to bear; America, our universal love; America all else above. America! Beloved America!"

Spirit of Peace—"To all the nations of the world America's flag has been unfurled. It offers freedom, peace and rest. It welcomes those who go in quest, America the new. We offer you the outstretched hand. We welcome you and all who come, to find our shores the home they love."

(*Enter little people of other lands, each doing a fancy dance, characteristic of their country. Person leading bearing her flag. Flag is given to Spirit of Peace before dance begins.*)

(English enter first, Dutch second, French third, and as many other nations may be used as desired.)

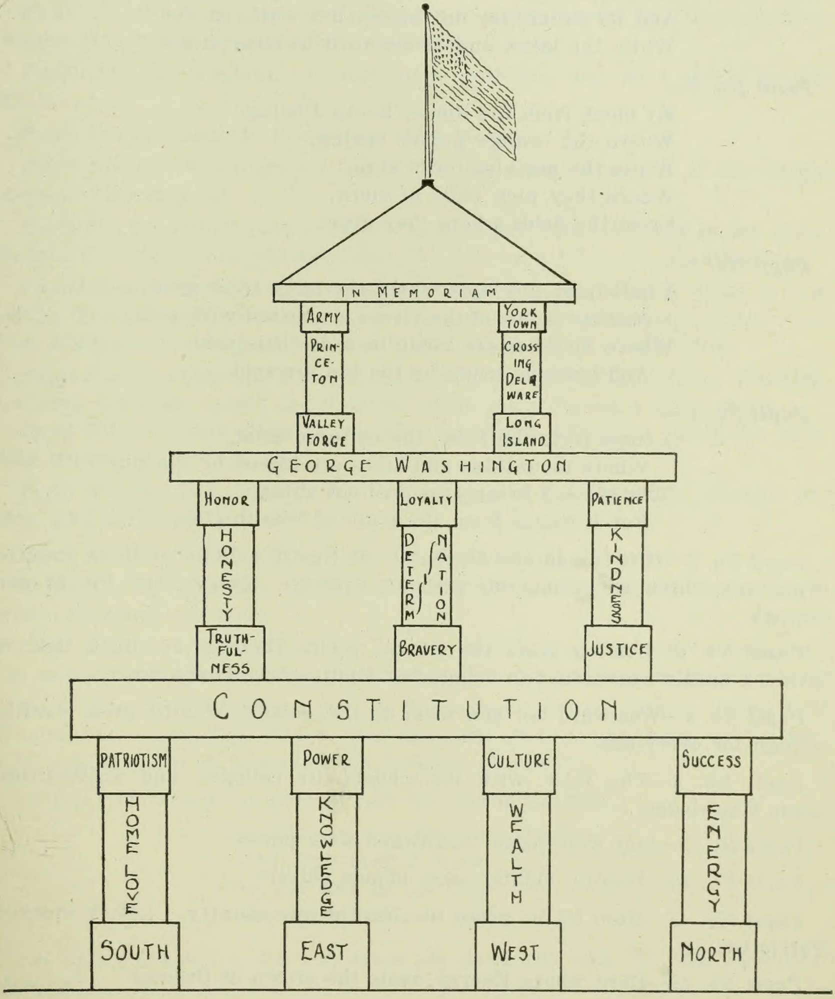
(As each dance is finished, children group themselves with the others. When all have finished, children repeat):

"We, the children of other lands, who find rest under Old Glory's folds, do pledge our lives, our hearts, and our sacred honor, to love and protect thee, Our Country, and the liberty of the American people forever."

(All sing "America, the Beautiful.")

B—A MONUMENT EXERCISE

Pupils in a seventh grade wrote the following exercise, made the cardboard forms and printed the inscriptions on the blocks, and presented the whole as a chapel exercise on Washington's birthday at Tileston School, Wilmington, in 1924. This exercise has the advantage of demanding some activities on the part of the children participating.



IN MEMORIAM
ARMY
YORK TOWN
PRIN-CE-TON
CROSS-ING DELAWARE
VALLEY FORGE
LONG ISLAND
GEORGE WASHINGTON
HONOR
LOYALTY
PATIENCE
HONESTY
DETERMINATION
KINDNESS
TRUTH-FUL-NESS
BRAVERY
JUSTICE
CONSTITUTION
PATRIOTISM
POWER
CULTURE
SUCCESS
HOME LOVE
KNOWLEDGE
WEALTH
ENERGY
SOUTH
EAST
WEST
NORTH

Goddess of Liberty—Good friends, we are glad you have come to see us, and we give you a hearty welcome. Perhaps you would like to know who the speaker may be. I am the Goddess of Liberty. It is not often you see me away from home except on the fourth of July, but today I am so happy I have come to join these children in honoring our national hero, George Washington. This is Washington's birthday, and if he had not had one, what would have become of me? And no telling where you would be. But what is the use of supposing such a dreadful thing? He did have a birthday, and we are here to celebrate it by building a monument to him of all the good and beautiful things we can find about him.

Pupil No. 1—

I bring a block from the Northland cold,
Where Jack Frost reigns as King, alone.
He kisses a cloud while its head is bowed
And its waters lay on the earth a white shroud,
While the lakes and rivers turn to clear stone.

Pupil No. 2—

My block from the Sunny South I bring,
Where the orange groves spring,
While the mocking-birds sing,
Where they pick bails of snow,
From the fields where they grow.

Pupil No. 3—

I hail from the West where the large trees grow,
  And the sands of the rivers are mixed with gold,
Where fortunes are made in a day, 'tis said,
  And luscious fruits by the ton are sold.

Pupil No. 4—

I come from the East, the cultured East,
  Where mountains and lakes are kissed by the sun.
This block I bring is a precious thing,
  For it comes from the tomb of Washington.

Pupil No. 5—If it is cold and frozen at the North, I find something good to bring, something we cannot do without, Energy. Energy, the life of our country.

Pupil No. 6—Coming from the South, where there is so much that is lovely, I hardly knew what to bring; but finally chose Home Love.

Pupil No. 7—Westward ho! and what do they send? Wealth, great wealth, enough for every one.

Pupil No. 8—The East, with its schools, its colleges, and universities, sends Knowledge.

Pupil No. 9—And Knowledge is crowned with power.

Pupil No. 10—Wealth, rightly used, brings culture.

Pupil No. 11—Here let us place the love of our country. (*Block marked Patriotism.*)

Pupil No. 12—Here, above Energy, rests the crown of Success.

Pupils Nos. 13 and 14—(*Recite in concert, as they bring block, Constitution*): The North, South, East, and West united under one Constitution is the United States, the country of which Washington is called the father, and your home, Oh Goddess of Liberty.

Pupil No. 15—Every one of you has heard the story of the Hatchet and the Cherry Tree. From it we learned the lesson of Truthfulness.

Pupil No. 16—If we dare to do what ought to be done we will be brave. Here is a block to Washington's bravery.

Pupil No. 17—It is said that when George Washington was a school boy and any of his mates got into a quarrel they went to him to have it settled. This block is to his Justice.

Pupil No. 18—Truthfulness in youth grows to honesty in manhood. Washington was honest in all his dealings with men.

Pupil No. 19—In a great man, Bravery is supplemented by Determination. Washington never let difficulties stop him.

Pupil No. 20—Washington loved little children, and so I think he was Kind.

Pupil No. 21—Honesty is crowned with Honor.

Pupil No. 22—Washington's Loyalty to his Country is one of the bright spots of his character.

Pupil No. 23—When people were trying to put General Gates in his place, he still tried to do the best he could. So, I bring a block for his Patience.

Pupils Nos. 24 and 25—(*Carry block George Washington and recite in concert*): Truthfulness, honesty, honor; bravery, determination, loyalty; justice, kindness, patience; all united in the character of Washington.

Pupil No. 26—This block is for the battle of Long Island, where Washington took his army across the river in small boats during a great storm.

Pupil No. 27—This block is from Valley Forge where he spent the long, cold winter.

Pupil No. 28—This block is for the crossing of the Delaware, through ice, rain, and darkness.

Pupil No. 29—This block is from the battlefield of Princeton.

Pupil No. 30—And this is from the field of that last battle of Yorktown, where Freedom was won.

Pupil No. 31—I bring this block for the love he bore the army patriots, all the soldiers who helped Washington through that long seven years of war.

Pupil No. 32—(*Carrying block in Memoriam*)—What could I bring that Washington would like better than the dear flag he loved so well? And who should put it in place but the Goddess of Liberty?

(*While the Goddess of Liberty puts the flag in position.*)

Yes, 'tis the star spangled banner,
Oh! long may it wave
O'er the land of the free
And Washington's grave.

(*At the conclusion of the recitation all stand and sing the Star Spangled Banner.*)

CHAPTER VI

PROGRAMS FOR SPECIAL DAYS

The following special days should have recognition in the school programs. Some are required by Article 38 of the Public School Law, and others are authorized. North Carolina Day, November 11th; Lee-Jackson Day, January 19th; Washington's Birthday, February 22d; Temperance or Law and Order Day, fourth Friday in January or other suitable date, and Memorial Day, May 30th.

SONGS

The following patriotic songs should be thoroughly familiar to all children. They should be used with sufficient frequency for all to know the words so that books are not required.

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
  Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride,
From every mountain side
Let freedom ring.

My native country, thee,
Land of the noble free,
  Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
  Like that above.

Let music swell the breeze,
And ring from all the trees,
  Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
  The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
  To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

AMERICA THE BEAUTIFUL

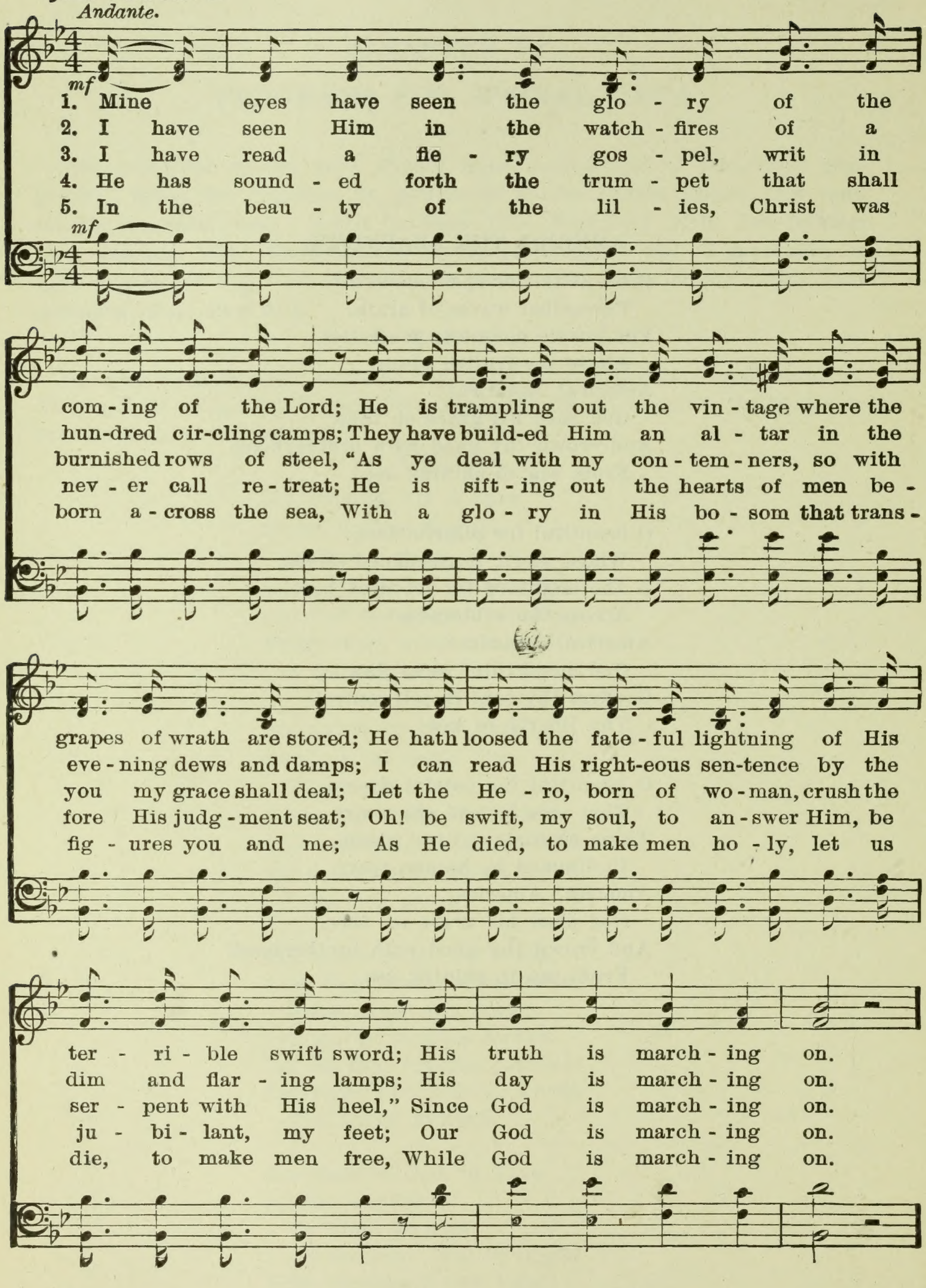
O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee,
And crown thy good with brotherhood,
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress,
A thoroughfare for freedom beat,
Across the wilderness!
America! America!
God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for patriot dream,
That sees beyond the years
Thine alabaster cities' gleam,
Undimmed by human tears.
America! America!
God shed his grace on thee,
And crown thy good with brotherhood,
From sea to shining sea.

Battle Hymn of the Republic.

Julia Ward Howe.


Andante.
mf
1. Mine eyes have seen the glo - ry of the
2. I have seen Him in the watch - fires of a
3. I have read a fie - ry gos - pel, writ in
4. He has sound - ed forth the trum - pet that shall
5. In the beau - ty of the lil - ies, Christ was
mf
com - ing of the Lord; He is trampling out the vin - tage where the
hun-dred cir-cling camps; They have build-ed Him an al - tar in the
burnished rows of steel, "As ye deal with my con - tem - ners, so with
nev - er call re - treat; He is sift - ing out the hearts of men be -
born a - cross the sea, With a glo - ry in His bo - som that trans -
grapes of wrath are stored; He hath loosed the fate - ful lightning of His
eve - ning dews and damps; I can read His right-eous sen-tence by the
you my grace shall deal; Let the He - ro, born of wo - man, crush the
fore His judg - ment seat; Oh! be swift, my soul, to an - swer Him, be
fig - ures you and me; As He died, to make men ho - ly, let us
ter - ri - ble swift sword; His truth is march - ing on.
dim and flar - ing lamps; His day is march - ing on.
ser - pent with His heel," Since God is march - ing on.
ju - bi - lant, my feet; Our God is march - ing on.
die, to make men free, While God is march - ing on.

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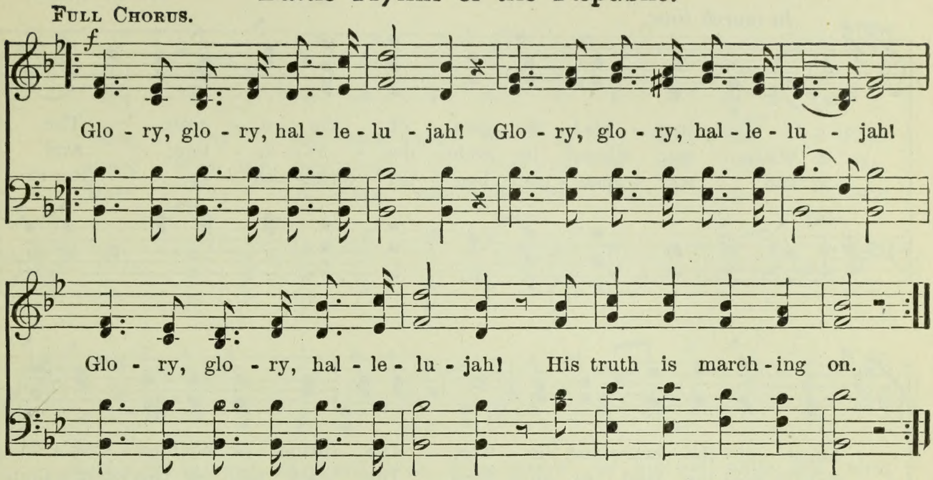
Battle Hymn of the Republic.


FULL CHORUS.
f
Glo - ry, glo - ry, hal - le - lu - jah! Glo - ry, glo - ry, hal - le - lu - jah!
Glo - ry, glo - ry, hal - le - lu - jah! His truth is march - ing on.

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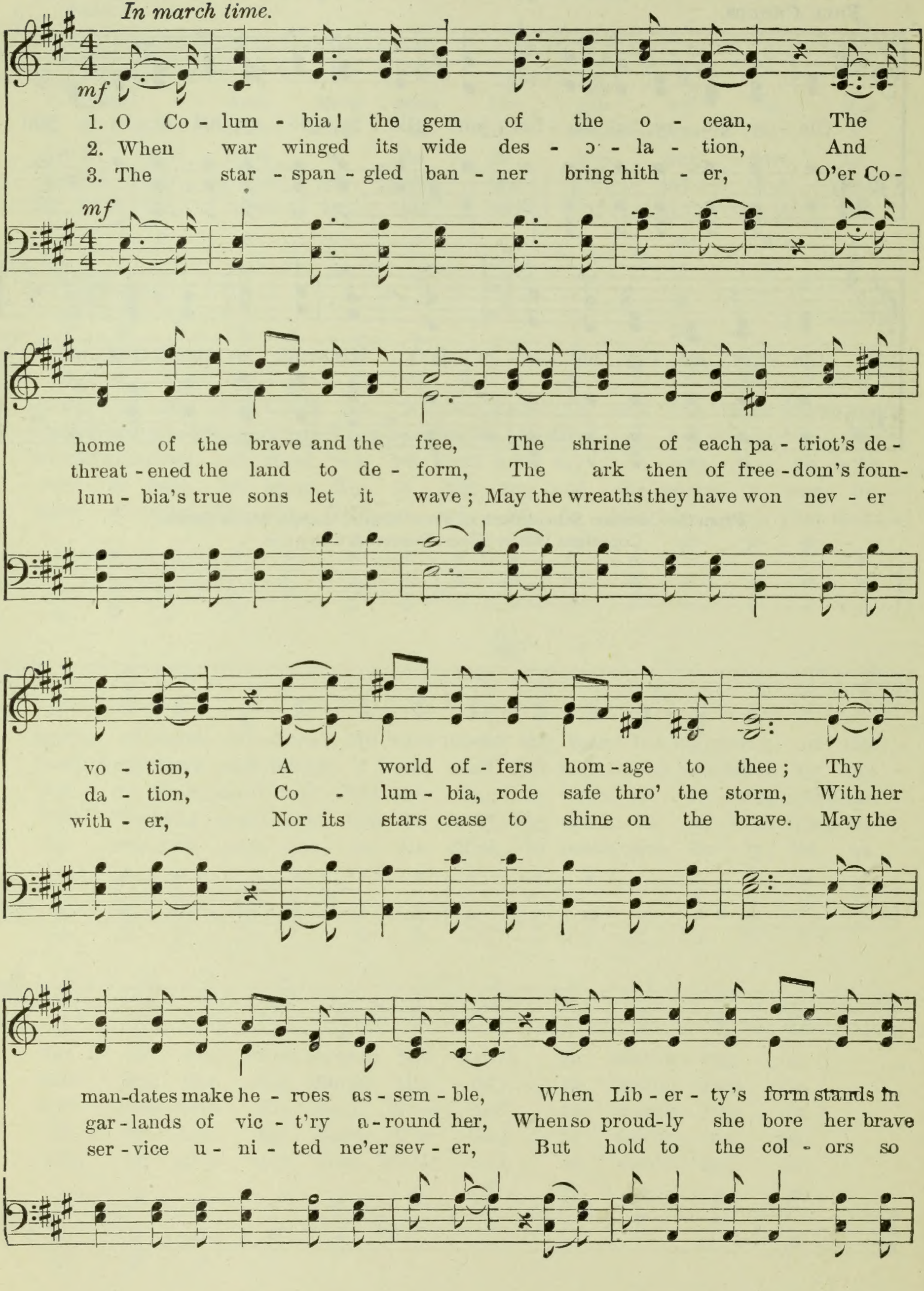
Columbia, the Gem of the Ocean.

D. T. Shaw.


In march time.
mf
1. O Co - lum - bia! the gem of the o - cean, The
2. When war winged its wide des - o - la - tion, And
3. The star - span - gled ban - ner bring hith - er, O'er Co -
mf
home of the brave and the free, The shrine of each pa - triot's de -
threat - ened the land to de - form, The ark then of free - dom's foun -
lum - bia's true sons let it wave; May the wreaths they have won nev - er
vo - tion, A world of - fers hom - age to thee; Thy
da - tion, Co - lum - bia, rode safe thro' the storm, With her
with - er, Nor its stars cease to shine on the brave. May the
man - dates make he - roes as - sem - ble, When Lib - er - ty's form stands in
gar - lands of vic - t'ry a - round her, When so proud - ly she bore her brave
ser - vice u - ni - ted ne'er sev - er, But hold to the col - ors so

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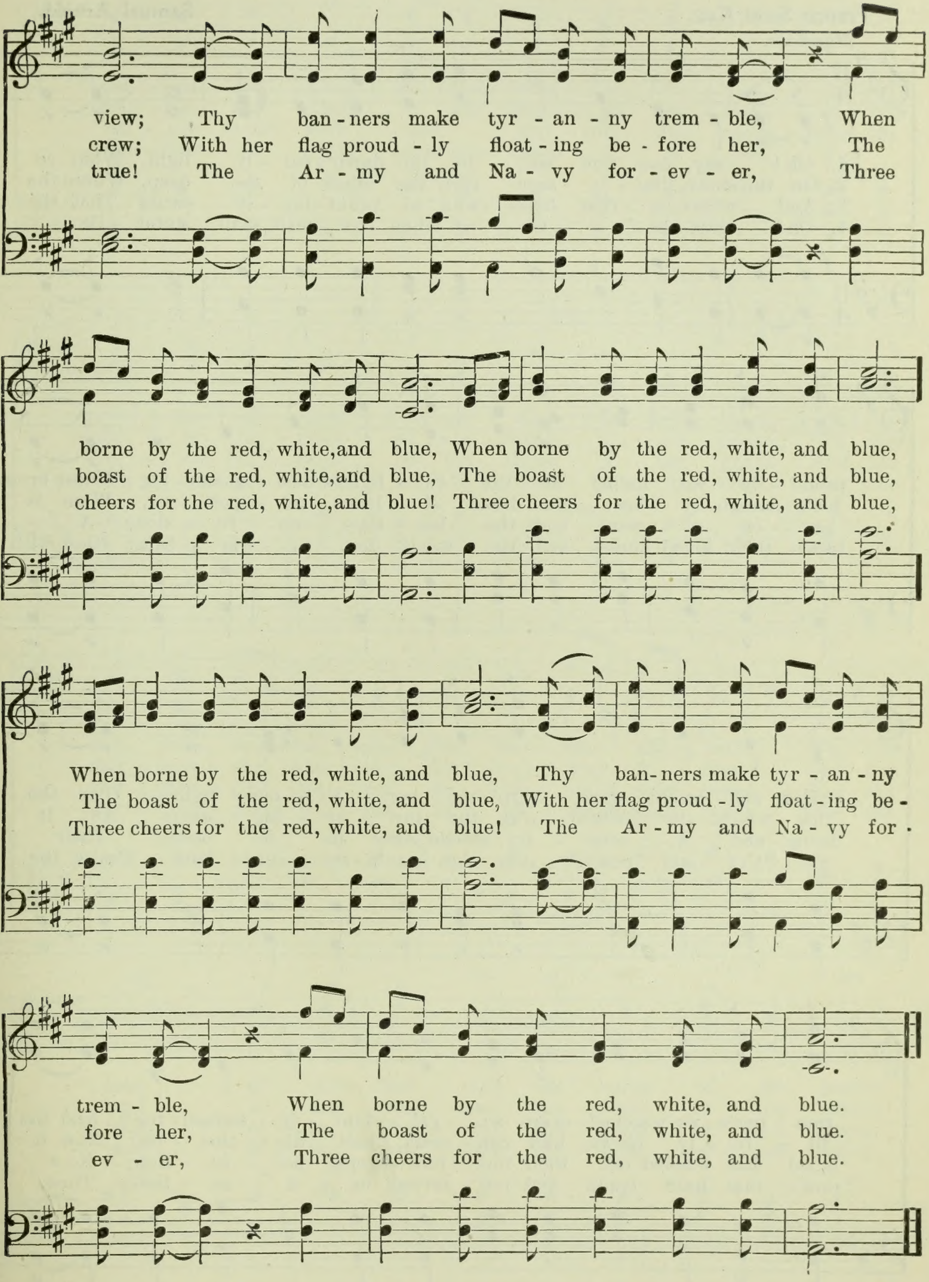
Columbia, the Gem of the Ocean.


view; Thy ban-ners make tyr-an-ny trem-ble, When
crew; With her flag proud-ly float-ing be-fore her, The
true! The Ar-my and Na-vy for-ev-er, Three
borne by the red, white, and blue, When borne by the red, white, and blue,
boast of the red, white, and blue, The boast of the red, white, and blue,
cheers for the red, white, and blue! Three cheers for the red, white, and blue,
When borne by the red, white, and blue, Thy ban-ners make tyr-an-ny
The boast of the red, white, and blue, With her flag proud-ly float-ing be-
Three cheers for the red, white, and blue! The Ar-my and Na-vy for-
trem-ble, When borne by the red, white, and blue.
fore her, The boast of the red, white, and blue.
ev-er, Three cheers for the red, white, and blue.

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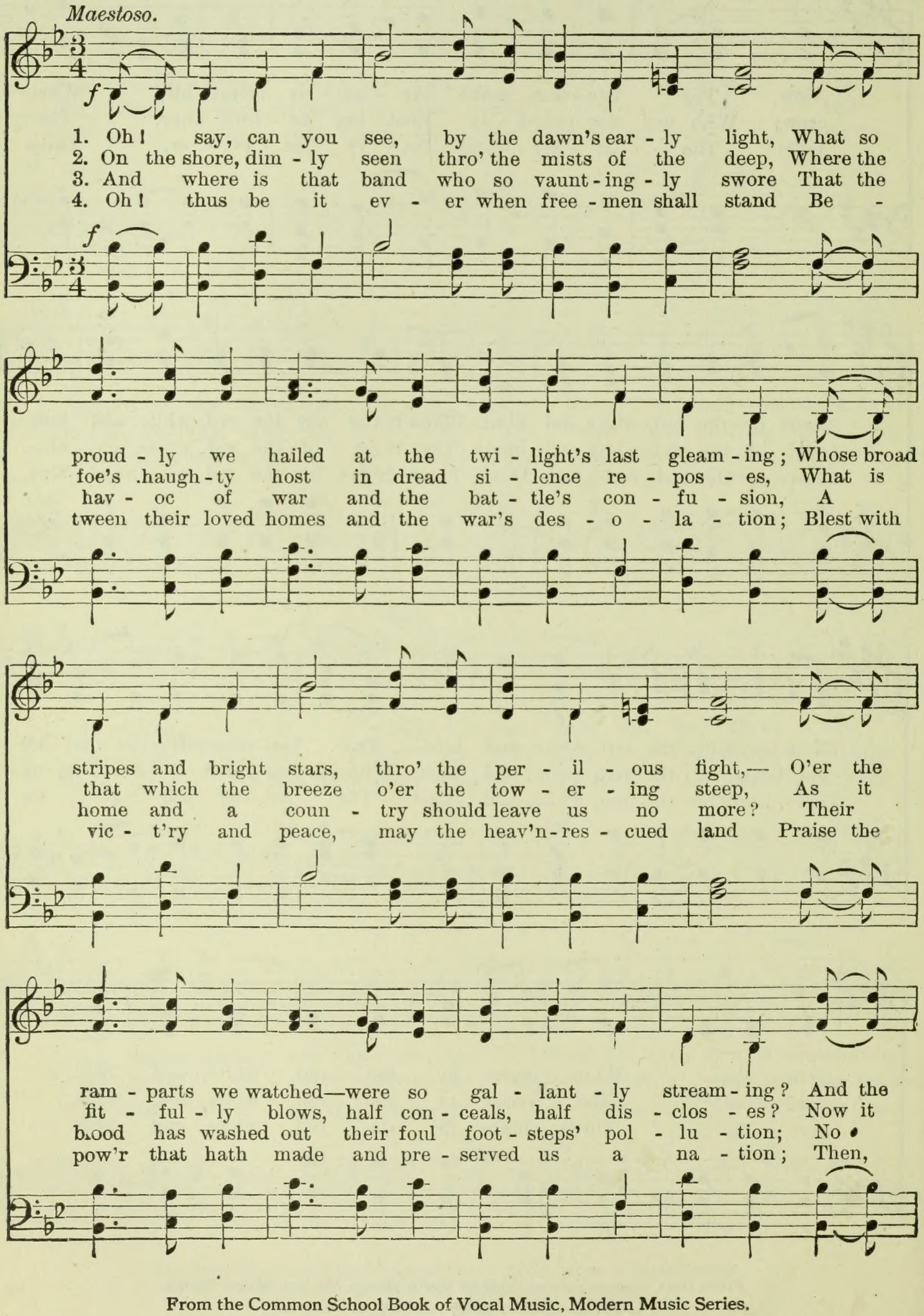
The Star-Spangled Banner.

Francis Scott Key. **Samuel Arnold.**


Maestoso.
f
1. Oh! say, can you see, by the dawn's ear - ly light, What so
2. On the shore, dim - ly seen thro' the mists of the deep, Where the
3. And where is that band who so vaunt - ing - ly swore That the
4. Oh! thus be it ev - er when free - men shall stand Be -
proud - ly we hailed at the twi - light's last gleam - ing; Whose broad
foe's haugh - ty host in dread si - lence re - pos - es, What is
hav - oc of war and the bat - tle's con - fu - sion, A
tween their loved homes and the war's des - o - la - tion; Blest with
stripes and bright stars, thro' the per - il - ous fight,— O'er the
that which the breeze o'er the tow - er - ing steep, As it
home and a coun - try should leave us no more? Their
vic - t'ry and peace, may the heav'n - res - cued land Praise the
ram - parts we watched—were so gal - lant - ly stream - ing? And the
fit - ful - ly blows, half con - ceals, half dis - clos - es? Now it
blood has washed out their foul foot - steps' pol - lu - tion; No
pow'r that hath made and pre - served us a na - tion; Then,

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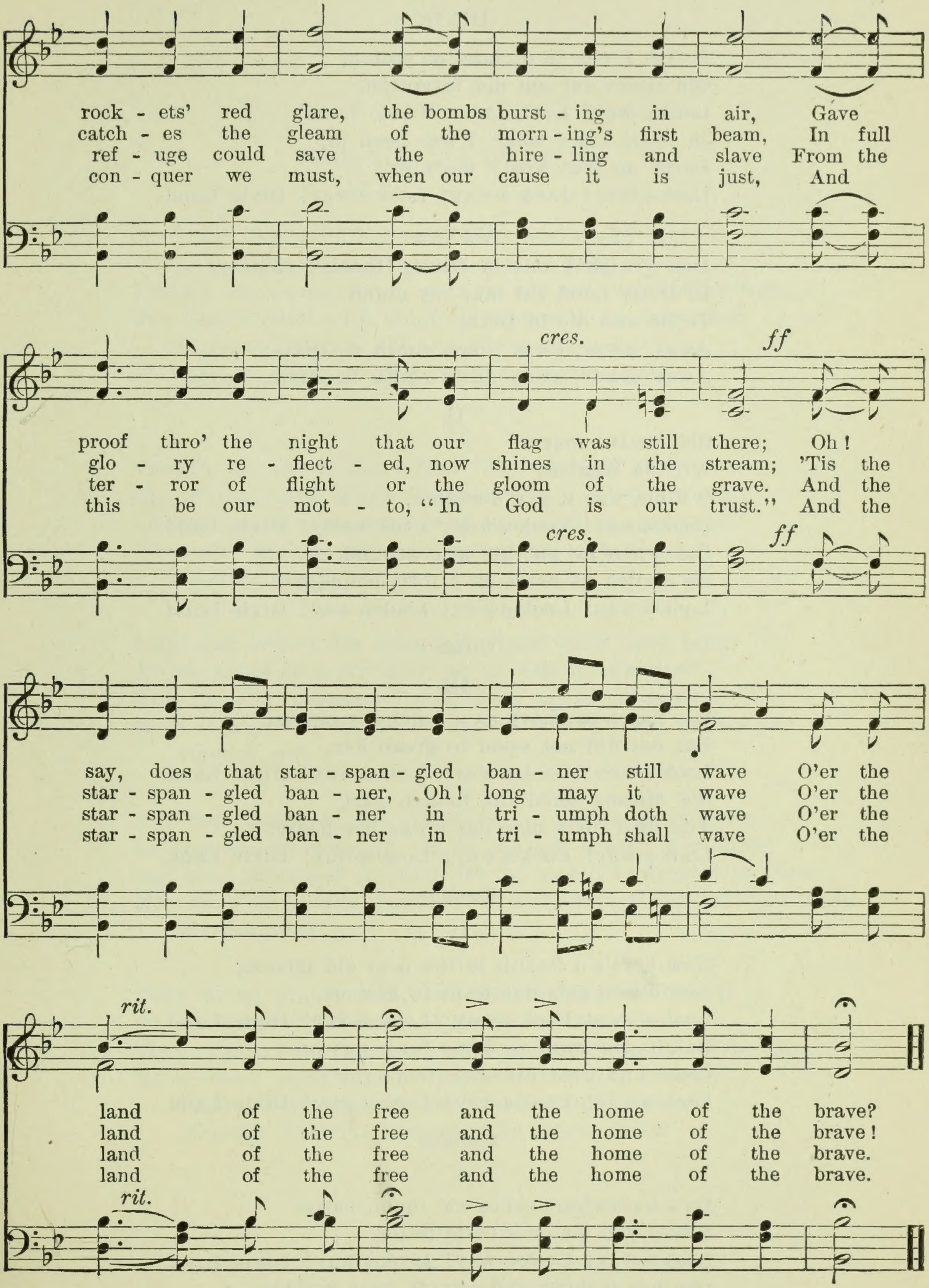
The Star-Spangled Banner.


rock - ets' red glare, the bombs burst - ing in air, Gave
catch - es the gleam of the morn - ing's first beam, In full
ref - uge could save the hire - ling and slave From the
con - quer we must, when our cause it is just, And
cres.
ff
proof thro' the night that our flag was still there; Oh!
glo - ry re - flect - ed, now shines in the stream; 'Tis the
ter - ror of flight or the gloom of the grave. And the
this be our mot - to, "In God is our trust." And the
say, does that star - span - gled ban - ner still wave O'er the
star - span - gled ban - ner, Oh! long may it wave O'er the
star - span - gled ban - ner in tri - umph doth wave O'er the
star - span - gled ban - ner in tri - umph shall wave O'er the
rit.
land of the free and the home of the brave?
land of the free and the home of the brave!
land of the free and the home of the brave.
land of the free and the home of the brave.

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DIXIE

I wish I was in de land ob cotton,
Old times dar am not forgotten,
Look-a-way! Look-a-way! Dixie Land.
In Dixie Land whar' I was born in,
Early on one frosty morning;
Look-a-way! Look-a-way; Look-a-way! Dixie Land.

CHORUS

Den I wish I was in Dixie, Hooray! Hooray!
In Dixie Land I'll take my stand
To lib and die in Dixie.
Away, away, away down south in Dixie;
Away, away, away down south in Dixie.

II

Old Missus marry
Will de Weaber,
Willum was a gay deceaber,
Look-a-way! Look-a-way; Look-a-way! Dixie Land.
But when he put his arm around 'er,
He smiled as fierce as a forty-pounder;
Look-a-way! Look-a-way; Look-a-way! Dixie Land.

CHORUS

III

His face was sharp as a butcher's cleaber,
But dat did not seem to greab her,
Look-a-way! Look-a-way; Look-a-way! Dixie Land.
Old Missus acted the foolish part,
And died for a man dat broke her heart;
Look-a-way! Look-a-way; Look-a-way! Dixie Land.

CHORUS

IV

Now here's a health to the next old missus,
And all de gals dat want to kiss us,
Look-a-way! Look-a-way; Look-a-way! Dixie Land.
But if you want to drive 'way sorrow,
Come and hear dis song tomorrow;
Look-a-way! Look-a-way! Look-a-way! Dixie Land.

CHORUS

V

Da's buckwheat cakes an' ingun batter
Makes you fat or a little fatter,
Look-a-way! Look-a-way! Look-a-way! Dixie Land.
Den hoe it down and scratch your grabble,
To Dixie's Land I'm bound to trabble;
Look-a-way! Look-a-way! Look-a-way! Dixie Land.

CHORUS

THE OLD NORTH STATE

I

Carolina! Carolina! Heaven's blessings attend her!
While we live we will cherish, protect, and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.
  Hurrah! Hurrah! the Old North State forever!
  Hurrah! Hurrah! the good Old North State!

II

Though she envies not others their merited glory,
Say, whose name stands the foremost in Liberty's story!
Though too true to herself e'er to crouch to oppression,
Who can yield to just rule more loyal submission?
  Hurrah, etc.

III

Plain and artless her sons, but whose doors open faster
At the knock of a stranger, or the tale of disaster?
How like the rudeness of their dear native mountains,
With rich ore in their bosoms and life in their fountains.
  Hurrah, etc.

IV

And her daughters, the Queen of the Forest resembling—
So graceful, so constant, yet to gentlest breath trembling;
And true lightwood at heart, let the match be applied to them,
How they kindle and flame! O! none know but who've tried them.
  Hurrah, etc.

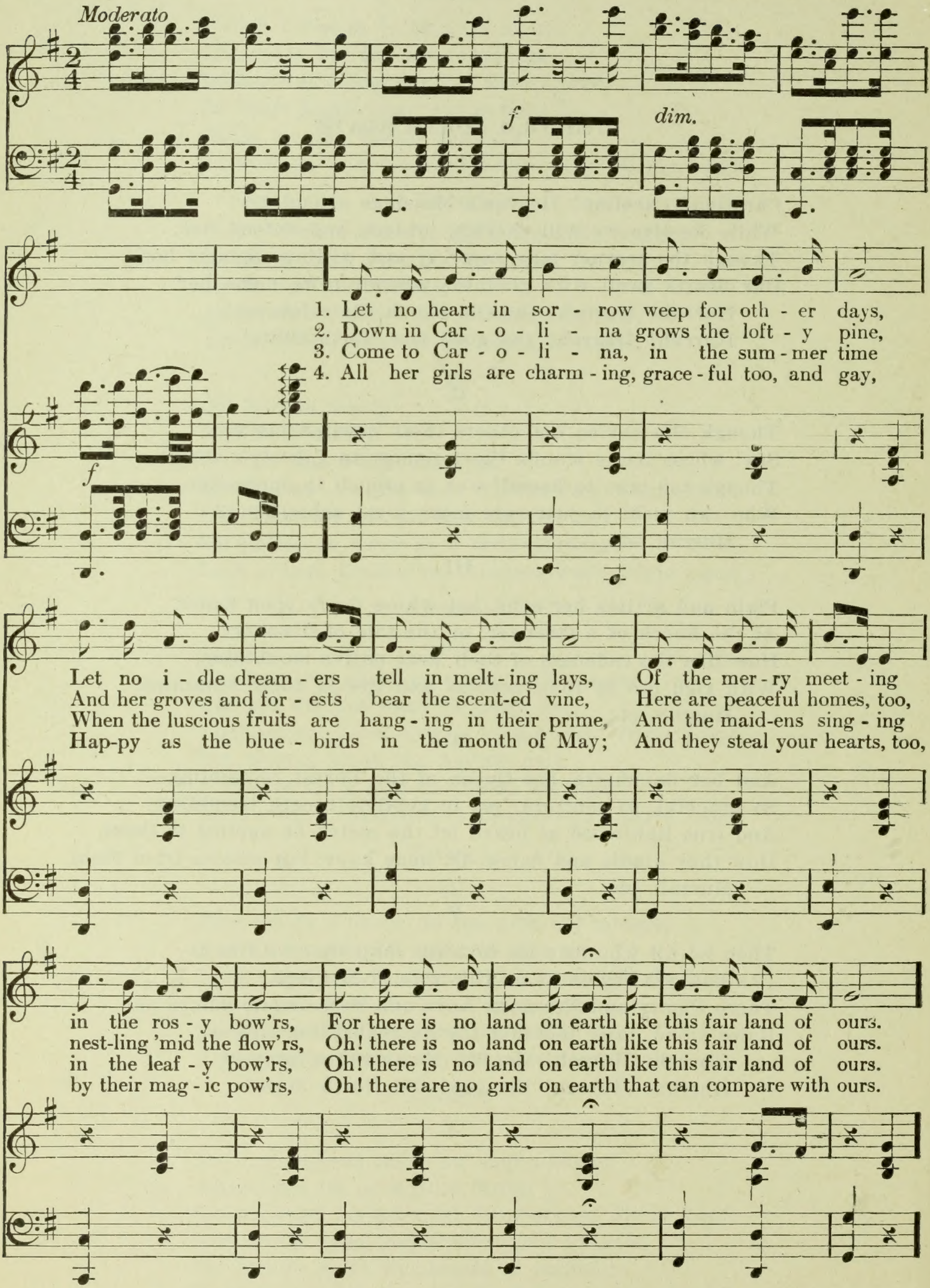
V

Then let all who love us, love the land that we live in
(As happy a region as on this side of Heaven),
There Plenty and Freedom, Love and Peace smile before us,
Raise aloud, raise together the heart-thrilling chorus!
  Hurrah! Hurrah! the Old North State forever!
  Hurrah! Hurrah! the good Old North State!

HO! FOR CAROLINA

Dr. Wm. B. Harrell

Mrs. W.B. Harrell


Moderato
f
dim.
f
1. Let no heart in sor - row weep for oth - er days,
2. Down in Car - o - li - na grows the loft - y pine,
3. Come to Car - o - li - na, in the sum - mer time
4. All her girls are charm - ing, grace - ful too, and gay,
Let no i - dle dream - ers tell in melt - ing lays, Of the mer - ry meet - ing
And her groves and for - ests bear the scent-ed vine, Here are peaceful homes, too,
When the luscious fruits are hang - ing in their prime, And the maid-ens sing - ing
Hap-py as the blue - birds in the month of May; And they steal your hearts, too,
in the ros - y bow'rs, For there is no land on earth like this fair land of ours.
nest-ling 'mid the flow'rs, Oh! there is no land on earth like this fair land of ours.
in the leaf - y bow'rs, Oh! there is no land on earth like this fair land of ours.
by their mag - ic pow'rs, Oh! there are no girls on earth that can compare with ours.

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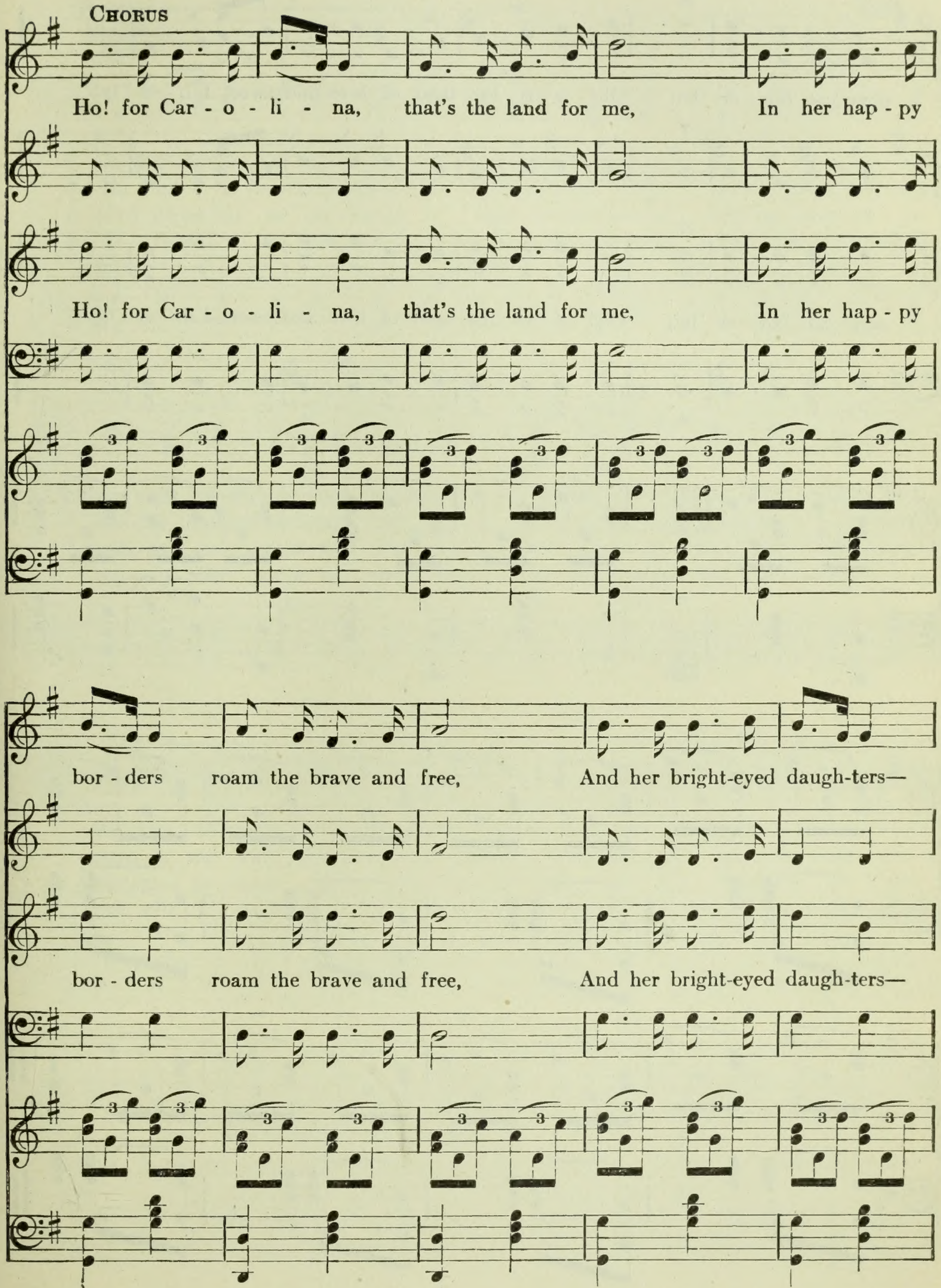
HO! FOR CAROLINA


Chorus
Ho! for Car - o - li - na, that's the land for me, In her hap - py
Ho! for Car - o - li - na, that's the land for me, In her hap - py
bor - ders roam the brave and free, And her bright-eyed daugh-ters—
bor - ders roam the brave and free, And her bright-eyed daugh-ters—
3

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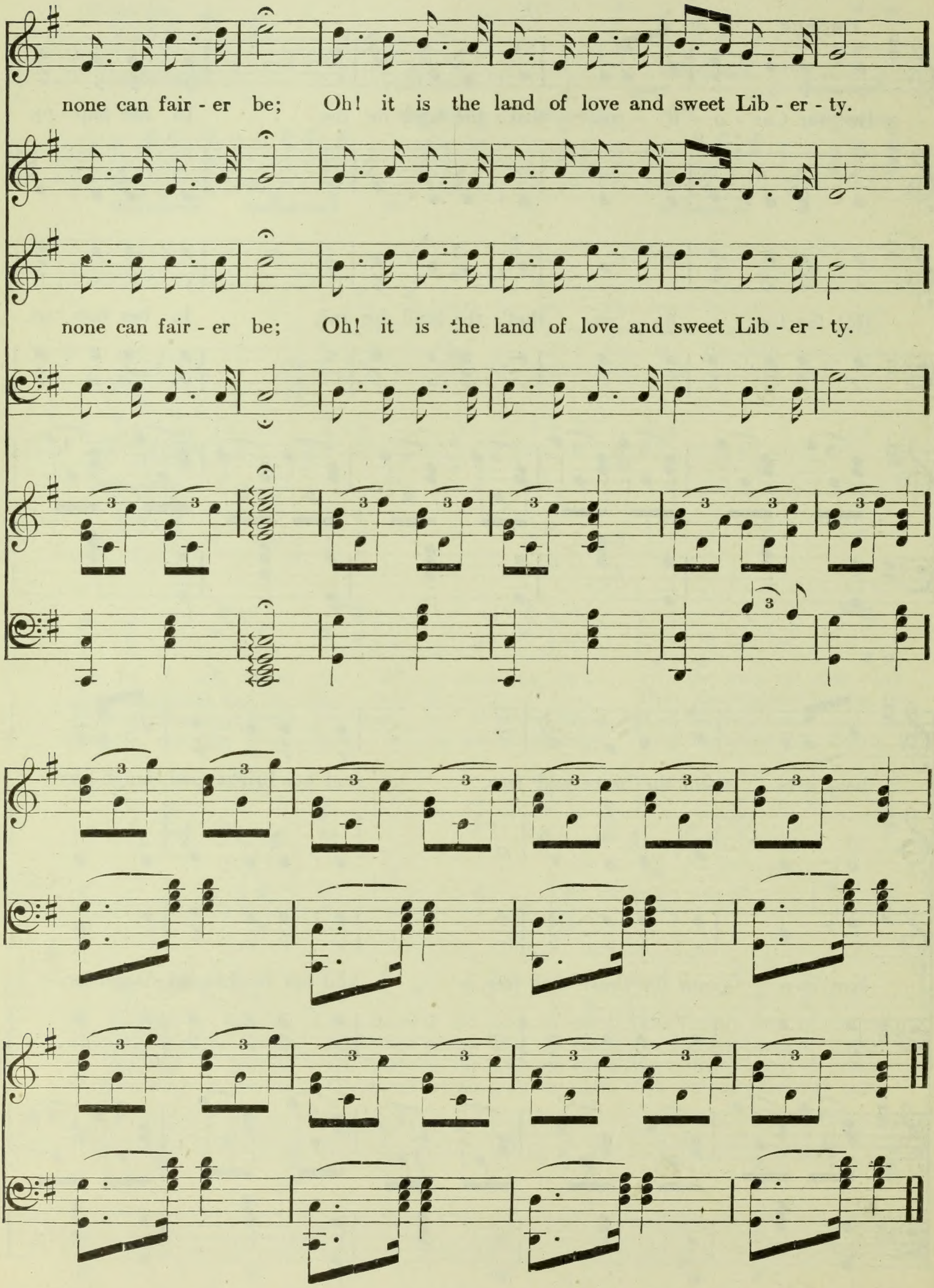
HO! FOR CAROLINA


none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.
none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.
3

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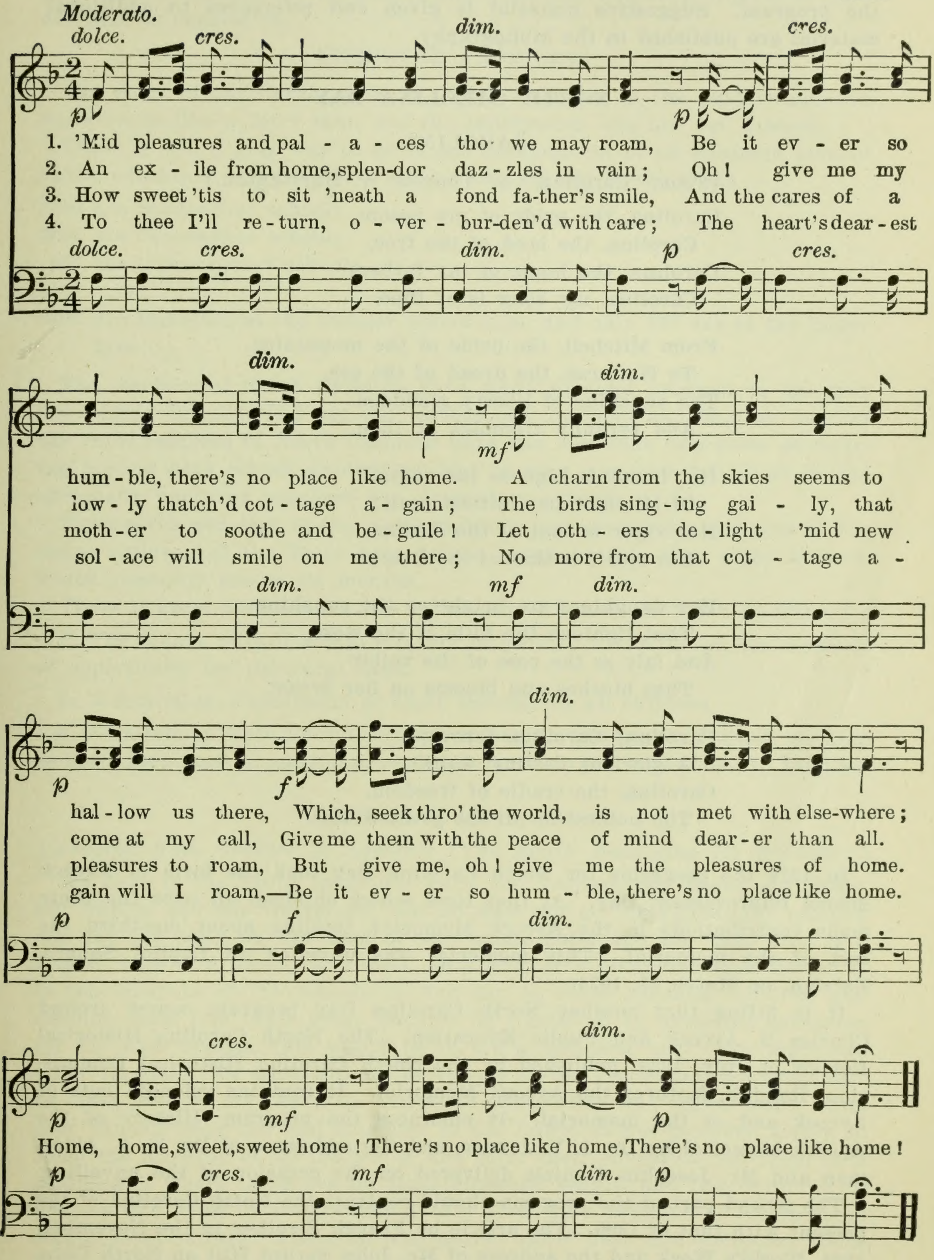
Home, Sweet Home!

Payne. **Irish.**


Moderato.
dolce. cres. dim. cres.
p p
1. 'Mid pleasures and pal - a - ces tho' we may roam, Be it ev - er so
2. An ex - ile from home, splen-dor daz - zles in vain; Oh! give me my
3. How sweet 'tis to sit 'neath a fond fa-ther's smile, And the cares of a
4. To thee I'll re - turn, o - ver - bur-den'd with care; The heart's dear - est
dolce. cres. dim. p cres.
dim. dim.
mf
hum - ble, there's no place like home. A charm from the skies seems to
low - ly thatch'd cot - tage a - gain; The birds sing - ing gai - ly, that
moth - er to soothe and be - guile! Let oth - ers de - light 'mid new
sol - ace will smile on me there; No more from that cot - tage a -
dim. mf dim.
dim.
p f
hal - low us there, Which, seek thro' the world, is not met with else-where;
come at my call, Give me them with the peace of mind dear - er than all.
pleasures to roam, But give me, oh! give me the pleasures of home.
gain will I roam,—Be it ev - er so hum - ble, there's no place like home.
p f dim.
cres. dim.
p mf p
Home, home, sweet, sweet home! There's no place like home, There's no place like home!
p cres. mf dim. p

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No effort is here made to suggest the exact arrangement of programs. This organization of material can best be done by the teachers in charge of the program. Suggestive material is given and references to additional material are published in the bibliography.

NORTH CAROLINA DAY

CAROLINA

(From "Carolina," by Thomas W. Harrington.)

Carolina, the pride of my bosom,
  Carolina, the land of the free,
Carolina, the home of my fathers,
  Carolina, my song is of thee.

From Mitchell, the pride of the mountains,
  To Hatteras, the dread of the sea,
The sunshine of liberty gladdens
  And tyranny trembles at thee.

Her honor is high as the summit
  Of Mitchell, her loftiest peak;
Her vigor is that of the Roman,
  Her spirit is that of the Greek.

Her daughters are bright as the sunshine
  That lightens the hills of the west,
And fair as the rose of the valley
  That blushes and blooms on her breast.

Carolina! Carolina, forever!
  A glorious destiny waits
Carolina, the cradle of freedom,
  The noblest of all the great States.

In 1919 the programs for North Carolina Day took the form of Aycock School Improvement Day. At that time school children all over the State made contributions to the Aycock Memorial, totaling about one-third the cost of the memorial. This memorial was unveiled on Capitol Square, Raleigh, on March 13, 1924.

It is fitting that another North Carolina Day program center around Charles B. Aycock and Public Education. The North Carolina Historical Review of July, 1924, published by the North Carolina Historical Commission, Raleigh, features the Aycock Memorial. It contains splendid cuts of Aycock and of the memorial. It embraces the program, History of the Aycock Memorial by Dr. J. Y. Joyner, and the addresses of Dr. E. A. Alderman and Mr. Josephus Daniels delivered on the occasion of the unveiling.

The second part of the program should contrast the North Carolina of the present with that of 1900. The article by French Strother in the November, 1924, World's Work and the address of Mr. John Sprunt Hill on North Carolina, A Story of Triumphant Democracy, delivered at the annual meeting of the Retail Merchants Association, Atlanta, Ga., January, 1924, will help pupils get the picture of the contrast. (Published in pamphlet form.) The 25th Annual Educational Edition of the *News and Observer*, August 2, 1925, will also be suggestive.

UNSOLVED PROBLEMS

The story of the development of North Carolina in the past twenty-five years reads like a fairy tale; but the millennium has not yet dawned.

There is still a long way to go in the development of an adequate plan of public education. Of the 7,637 rural white schools in the State

3700 are one-teacher schools
2460 are two-teacher schools
740 are three-teacher schools

6900 are therefore of the smaller school type, and only 737 are of the larger type.

The teachers of North Carolina have made splendid progress in the past few years; but still 15.3 per cent of the city teachers and 69.2 per cent of the rural teachers of North Carolina have had less than two years of training beyond high school graduation, and by that per cent fall short of the nationally approved standard for elementary schools.

Forty-seven per cent of the white children and seventy-six per cent of the negro children of the State have school terms of less than eight months, which generally means six months.

There is great need still in the public school system of North Carolina for

1. The county unit of administration to provide consolidation and equality of opportunity for the rural child.

2. A minimum school term of eight months for all children.

3. A system of State Normal Schools to provide adequately trained teachers so that there may be maximum results secured on the investment in salaries.

UNIVERSAL EDUCATION

(*Adapted from Charles B. Aycock's "The South Regaining Its Prestige."*)

We have in the South today our Hills, our Lamars, our Becks, our Bests, our Vances and our Hamptons; but no man can go throughout the country and lay his hand on the head of any single child and say that here is a Lamar, here is a Vance, or a Best, or a Hill, or a Hampton, or a Beck. It is the business of the schools to find for us these splendid children and develop them into these great leaders. If I believed in universal education for no other reason, this would be to me a sufficient one. But there are other reasons. We must educate everybody in our respective neighborhoods in order that we may have the benefit of competition and appreciation. You may educate your son and daughter to the fullest extent possible, giving to them the learning of all the world, and after their education put them in a community where there are no other educated people, and they will fail to develop and grow as they would if they lived in a community where there was general culture. The man who stands easily head and shoulders above his neighbors will never be very tall. If he is to surpass his neighbors and be really great he must have neighbors who are almost great themselves. He cannot work out of himself the best there is in him until he is forced to do so by the competition of others almost or quite as strong as he. When the trainers of horses sought to reduce the time in which it took to trot a mile, they did not go and pick out a particular colt and train him for the track, but the trainers all over the world were developing colts. Ten thousand of them were trained, until year after year the record was lowered; and when at last lovers of horses wanted to reduce the record below two minutes, after training thousands of horses for the purpose, they found one which they thought could accomplish the task. They did not put her on the track alone, but with two running horses ridden by boys, who with whip and spur pressed them on the heels of the trotter, drove her to her utmost speed, aroused her spirit of victory, maddened her with the fear of defeat, until in one last mad burst she broke the world's record to 1.58½.

Men must win their great victories after the same fashion. In the race of life, if they are to win a victory worth winning, they must run against thoroughbreds. If we pass under the wire ahead of a scrub, there is no honor in it.

It is the education that finds and brings out for us the noblest and best. It stimulates these best to the utmost exertion and fullest development by putting them in competition with others just as well trained as themselves, and it gives to us the noblest and most appreciative audiences. When this thought shall become the guiding thought of the South, and our school teachers shall work all the time to their utmost, until every son and daughter of the South is the thing that God intended, then, and not until then, shall we take our rightful place in the American Union.

ARMISTICE DAY

The program for Armistice Day, 1921, prepared by Mr. R. B. House of the North Carolina Historical Commission, should be the basis of many programs. Some copies of this program are still available upon application to the North Carolina Historical Commission, Raleigh, N. C.

In many communities members of the American Legion provide speakers for the occasion.

The program should be a memorial to the men who died; but it is also important for pupils to understand what the world has profited by their death.

Music—Kipling's Recessional.

Declamation:

THE BROOKLYN NAVY YARD ADDRESS

By

WOODROW WILSON

I know that the feelings which characterize all who stand about me and the whole Nation at this hour are not feelings which can be suitably expressed in terms of attempted oratory or eloquence. They are things too deep for ordinary speech. For my own part, I have a singular mixture of feelings. The feeling that is uppermost is one of profound grief that these lads should have gone to their death; and yet there is mixed with that grief a profound pride that they should have gone as they did, and, if I may say it out of my heart, a touch of envy of those who were permitted so nobly, to do their duty. Have you thought of it, men? Here is the roster of the Navy—the list of the men, officers and enlisted men and marines—and suddenly there swim nineteen stars out of the list—men who have suddenly been lifted into a firmament of memory where we shall always see their names shine, not because they called upon us to admire them, but because they served us without asking any questions, and in the performance of a duty which is laid upon us as well as upon them.

Duty is not an uncommon thing, gentlemen. Men are performing it in the ordinary walks of life all around us all the time, and they are making great sacrifices to perform it. What gives men like these peculiar distinction is not merely that they did their duty, but that their duty had nothing to do with them or their own personal and peculiar interests. They did not give their lives for themselves. They gave their lives for us, because we called upon them as a Nation to perform an unexpected duty. That is the way in which men grow distinguished, and that is the only way, by serving somebody else than themselves. And what greater thing could you serve than a Nation such as this we love and are proud of? Are you sorry for these lads? Are you sorry for the way they will be remembered? Does it not quicken your pulses to think of the list of them? I hope to God none of you may join the list, but if you do you will join an immortal army.

So, while we are profoundly sorrowful, and while there goes out of our hearts a very deep and affectionate sympathy for the friends and relatives of these lads who for the rest of their lives shall mourn them, though with a touch of pride, we know why we do not go away from this occasion cast down, but with our heads lifted and our eyes on the future of this country, with absolute confidence of how it will be worked out. Not only upon the mere vague future of this country, but upon the immediate future. We have gone down to Mexico to serve mankind if we can find out the way. We do not want to fight the Mexicans. We want to serve the Mexicans if we can, because we know how we would like to be free, and how we would like to be served if there were friends standing by in such case ready to serve us. A war of aggression is not a war in which it is a proud thing to die.

Notice how truly these men were of our blood. I mean of our American blood, which is not drawn from any one country, which is not drawn from any one stock, which is not drawn from any one language of the modern world; but free men everywhere have sent their sons and their daughters to this country in order to make that great compounded Nation which consists of all the sturdy elements and of all the best elements of the whole globe. I listened again to this list of the dead with the profoundest interest because of the mixture of the names, for the names bear the marks of the several national stocks from which these men came. But they are not Irishmen or Germans or Frenchmen or Hebrews or Italians any more. They were not when they went to Vera Cruz; they were Americans, every one of them, and with no difference in their Americanism because of the stock from which they came. They were in a peculiar sense of our blood, and they proved it by showing that they were of our spirit—that no matter what their derivation, no matter where their people came from, they thought and wished and did the things that were American; and the flag under which they served was a flag in which all the blood of mankind is united to make a free Nation.

War, gentlemen, is only a sort of dramatic representation, a sort of dramatic symbol, of a thousand forms of duty. I never went into battle; I never was under fire; but I fancy that there are some things just as hard to do as to go under fire. I fancy that it is just as hard to do our duty when men are sneering at you as when they are shooting at you. When they shoot at you, they can only take your natural life; when they sneer at you they can wound your living heart, and men who are brave enough, steadfast enough, steady in their principles enough, to go about their duty with regard to their fellow-men, no matter whether there are hisses or cheers, men who can do what Rudyard Kipling in one of his poems wrote, "Meet with triumph and disaster and treat those two imposters just the same," are men for a nation to be proud of. Morally speaking, disaster and triumph are imposters. The cheers of the moment are not what a man ought to think about, but the verdict of his conscience and of the consciences of mankind.

When I look at you, I feel as if I also and we all were enlisted men. Not enlisted in your particular branch of the service, but enlisted to serve the country, no matter what may come, even though we may sacrifice our lives in the arduous endeavor. We are expected to put the utmost energy of every power that we have into the service of our fellow-men, never sparing ourselves, not condescending to think of what is going to happen to ourselves, but ready, if need be, to go to the utter length of complete self-sacrifice.

As I stand and look at you today and think of these spirits that have gone from us, I know that the road is clearer for the future. These boys have shown us the way, and it is easier to walk on it because they have gone before and shown us how. May God grant to all of us that vision of patriotic service which here in solemnity and grief and pride is borne in upon our hearts and consciences!

(This address was delivered on May 11, 1914, on the occasion of the burial of nineteen marines and sailors, killed in line of duty at Vera Cruz, Mexico. The sentiments are equally appropriate for Armistice Day.)

A SOLDIER'S LETTER

ALAN SEEGER

Alan Seeger (1888-1916) left the shores of America in 1912 never to return home. Before then he had spent his boyhood within sight of New York City, had traveled in Mexico and throughout the United States, and had gained his degree from Harvard University. In 1914 he joined the Foreign Legion of France and entered the Great War—an American citizen, but unwilling to await the entry of his own country in the fight for human liberty. On July 4, 1916, he fell in action in the village of Belloy-en-Santerre, leaving behind only a sheaf of noble poems and a few letters. On June 18, 1915, he wrote his mother:

You must not be anxious about my not coming back. The chances are about ten to one that I will. But if I should not, you must be proud, like a Spartan mother, and feel that it is your contribution to the triumph of the cause whose righteousness you feel so keenly. Everybody should take a part in this struggle which is to have so decisive an effect, not only on the nations engaged but on all humanity. There should be no neutrals, but every one should bear some part of the burden? If so large a part should fall to your share, you would be in so far superior to other women and should be correspondingly proud. There should be nothing to regret, for I could not have done otherwise than what I did, and I think I could not have done better. Death is nothing terrible after all. It may mean something even more wonderful than life. It cannot possibly mean anything worse to the good soldier.

THE ROAD TO FRANCE

By

Daniel M. Henderson

In the spring of 1917 a prize of two hundred and fifty dollars was offered by the National Arts Club of New York City for the best patriotic poem. Mr. Henderson's stirring song was chosen from some four thousand entries.

THANK GOD, our liberating lance
Goes flaming on the way to France!
To France—the trail the Gurkhas found;
To France—old England's rallying-ground!
To France—the path the Russians strode!
To France—the Anzec's glory road!
To France—where our Lost Legion ran
To fight and die for God and man!
To France—with every race and breed
That hates Oppression's brutal creed!

Ah, France, how could our hearts forget
The path by which came Lafayette?
How could the haze of doubt hang low
Upon the road of Rochambeau?
How was it that we missed the way
Brave Joffre leads along today?
At last, thank God! At last we see
There is no tribal Liberty!
No beacon lighting just our shores,
No Freedom guarding but our doors.
The flame she kindled for our sires
Burns now in Europe's battle-fires.
The soul that led our fathers west
Turns back to free the world opprest.

Allies, you have not called in vain;
We share your conflict and your pain.
"Old Glory," through new stains and rents,
Partakes of Freedom's sacraments.
Into that hell his will creates
We drive the foe—his lusts, his hates.
Last come, we will be last to stay,
Till Right has had her crowning day.
Replenish, comrades, from our veins
The blood the sword of despot drains,
And make our eager sacrifice
Part of the freely rendered price
You pay to lift humanity—
You pay to make your brothers free
See, with what proud hearts we advance
To France!

OUR DEAD OVERSEAS

By

EDWIN MARKHAM

They sleep; they took the chance
In Italy, in Belgium, in France.
For us they gave their youth to its last breath;
For us they plunged on into the gulf of death.

With high heroic heart
They did their valiant part,
They gave the grace and glory of their youth
To lie in heals uncouth.
They turned from these bright skies
To lie with dust and silence on their eyes.

They are not dead; life's flag is never furled;
They passed from world to world.
Their bodies sleep, but in some nobler land
Their spirits march under a new command.
Now Joys await them there
In hero heavens wrapt in immortal air.

Rejoice for them, rejoice;
They made the nobler choice,
How shall we honor their deed—
How speak our praise of this immortal breed?
Only by living nobly as they died—
Toiling for Truth denied—
Loyal to something bigger than we are—
Something that swings the spirit to a star.

IN FLANDERS FIELDS

By

LIEUT. COL. JOHN MCCRAE

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amidst the guns below,
We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
    In Flanders fields.

Take up our quarrel with the foe!
To you from falling hands we throw
The torch. Be yours to hold it high!
If ye break faith with us who die,
We shall not sleep, though poppies grow
    In Flanders fields.

AMERICA'S ANSWER

By

R. W. LILLARD

Rest ye in peace, ye Flanders dead,
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life-blood ran red,
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught
The torch ye threw to us, we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.

THANKSGIVING DAY

Tableau scenes may be presented effectively from paintings with appropriate costumes.

Subjects suggested:

The Pilgrims.
The Pilgrims going to Church.
The Husking Bee.
The Love Scene of Priscilla and John Alden.
Indian Scenes from Hiawatha.
Harvest Home Scene.
Reading: First Thanksgiving.

Proclamation of President Washington, 1789. (See text, p. 148.)

Poems:

WHEN THE FROST IS ON THE PUNKIN

When the frost is on the punkin and the fodder's in the shock,
And you hear the kyouch and gobble of the struttin' turkey-cock,
And the clackin' of the guineas, and the cluckin' of the hens,
And the rooster's hallylooyer as he tiptoes on the fence;
O, it's then's the times a feller is a-feelin' at his best,
With the risin' sun to greet him from a night of peaceful rest,
As he leaves the house, bare-headed, and goes out to feed the stock,
When the frost is on the punkin and the fodder's in the shock.

They's something kindo' harty-like about the atmusfere
When the heat of summer's over and the coolin' fall is here—
Of course we miss the flowers, and the blossoms on the trees,
And the mumble of the hummin' birds and buzzin' of the bees;

But the air's so appetizin'; and the landscape through the haze
Of a crisp and sunny mornins of the early autumn days
Is a pictur' that no painter has the colorin' to mock—
When the frost is on the punkin and the fodder's in the shock.

The husky, rusty russel of the tossels of the corn,
And the raspin' of the tangled leaves, as golden as the morn;
The stubble in the furries—kind o' lonesome like, but still
A-preachin' sermons to us of the barns they growed to fill;
The strawstack in the medder, and the reaper in the shed;
The hosses in theyr stalls below—the clover overhead—
O, it sets my hart a-clickin' like the tickin' of a clock,
When the frost is on the punkin and the fodder's in the shock.

Then your apples all is gethered, and the ones a feller keeps
Is poured around the celler-floor in red and yeller heaps;
And your cider-makin's over, and your wimmern-folks is through
With their mince and apple butter, and theyr souse and sausage, too!
I don't know how to tell it—but ef sich a thing could be
As the Angels wantin' boardin', and they's call around on *me*—
I'd want to 'commodate 'em—all the whole-indurin' flock—
When the frost is on the punkin and the fodder's in the shock.

James Whitcomb Riley.

LANDING OF THE PILGRIM FATHERS IN NEW ENGLAND

The breaking waves dash'd high
  On a stern and rock-bound coast,
And the woods against a stormy sky
  Their giant branches toss'd;

And the heavy night hung dark
  The hills and waters o'er,
When a band of exiles moor'd their bark
  On the wild New England shore.

Not as the conqueror comes,
  They, the true-hearted came;
Not with the roll of the stirring drums,
  And the trumpet that sings of fame.

Not as the flying come,
  In silence and in fear;
They shook the depths of the desert gloom
  With their hymns of lofty cheer.

Amidst the storm they sang,
  And the stars heard and the sea;
And the sounding aisles of the dim woods rang
  To the anthem of the free.

The ocean eagle soar'd
  From his nest by the white wave's foam;
And the rocking pines of the forest roar'd—
  This was their welcome home!

There were men with hoary hair
  Amidst that pilgrim band;
Why had they come to wither there
  Away from their childhood's land?

There was a woman's fearless eye,
  Lit by her deep love's truth;
There was manhood's brow serenely high,
  And the fiery heart of youth.

What sought they thus afar?
  Bright jewels of the mine?
The wealth of seas, the spoils of war?
  They sought a faith's pure shrine!

Ay, call it holy ground,
  The soil where first they trod.
They have left unstain'd what there they found—
  Freedom to worship God.

Felicia Browne Hemans.

FATHER WE THANK THEE

For the flowers that bloom about our feet,
For tender grass so fresh, so sweet,
For song of bird and hum of bee,
For all things fair we hear or see
For blue of stream and blue of sky
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees.
For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance lest we get astray,
For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For ev'rything Thy goodness sends,
Father in heaven, we thank thee.

Ralph Waldo Emerson.

Other Appropriate Poems:

The Word of God to Leyden Came—*Jeremiah E. Rankin.*
The Twenty-second of December—*William Cullen Bryant.*
Our Country—*Julia Ward Howe.*
The Pilgrim Fathers—*John Pierpont.*

LEE-JACKSON DAY

THE SWORD OF ROBERT E. LEE

Forth from its scabbard, pure and bright,
  Flashed the sword of Lee!
Far in the front of the deadly fight,
High o'er the brave, in the cause of right,
Its stainless sheen, like a beacon bright,
  Led us to victory!

Out of its scabbard, where full long
  It slumbered peacefully—
Roused from its rest by the battle-song,
Shielding the feeble, smiting the strong,
Guarding the right, and avenging the wrong—
  Gleamed the sword of Lee!

Forth from its scabbard, high in air,
  Beneath Virginia's sky,
And they who saw it gleaming there,
And knew who bore it, knelt to swear
That where that sword led they would dare
  To follow and to die.

Out of its scabbard! Never hand
  Waved sword from stain as free,
Nor purer sword led braver band,
Nor braver bled for a brighter land,
Nor brighter land had a cause as grand,
  Nor cause a chief like Lee!

Forth from its scabbard! All in vain!
  Forth flashed the sword of Lee!
'Tis shrouded now in its sheath again,
It sleeps the sleep of our noble slain,
Defeated, yet without a stain,
  Proudly and peacefully.

Abram Joseph Ryan.

THE CONQUERED BANNER

Furl that Banner, for 'tis weary;
Round its staff 'tis drooping dreary;
  Furl it, fold it,—it is best;
For there's not a man to wave it,
And there's not a sword to save it,
And there's not one left to lave it
In the blood which heroes gave it,
And its foes now scorn and brave it;
  Furl it, hide it,—let it rest!

Take that Banner down! 'tis tattered;
Broken is its staff and shattered;
And the valiant hosts are scattered,
  Over whom it floated high.
Oh! 'tis hard for us to fold it,
Hard to think there's none to hold it,
Hard that those who once enrolled it
  Now must furl it with a sigh!

Furl that Banner—furl it sadly!
Once ten thousands hailed it gladly,
And ten thousands wildly, madly,
Swore it should forever wave;
Swore that foeman's sword should never
Hearts like theirs entwined dissever,
Till that flag should float forever
  O'er their freedom or their grave!

Furl that Banner! True, 'tis gory,
Yet 'tis wreathed around with glory,
And t'will live in song and story
  Though its folds are in the dust!
For its fame on brightest pages,
Penned by poets and by sages,
Shall go sounding down in ages—
  Furl its folds though now we must.

Furl that Banner, softly, slowly!
Treat it gently—it is holy,
For it droops above the dead.
  Touch it not—unfold it never;
Let it droop there, furled forever,—
  For its people's hopes are fled!

Abram Joseph Ryan.

Declamation:

THE SOUTHERN SOLDIER

You of the North have had drawn for you with a master's hand the picture of your returning armies. You have heard how, in the pomp and circumstance of war, they came back to you, marching with proud and victorious tread, reading their glory in a nation's eyes.

Will you bear with me while I tell you of another army that sought its home in defeat and not in victory, in pathos and not in splendor?

Let me picture to you the footsore Confederate soldier as, buttoning up in his faded gray jacket the parole which was to bear testimony to his children of his fidelity and faith, he turned his face Southward from Appomattox in April, 1865. Think of him as ragged, half-starved, heavy-hearted, enfeebled by want and wounds; having fought to exhaustion, he surrenders his gun, wrings the hands of his comrades in silence, and lifting his tear-stained and pallid face for the last time to the graves that dot the old Virginia hills, pulls his gray cap over his brow and begins the slow and painful journey. What does he find—let me ask you who went to your homes eager to find in the welcome you had justly earned, full payment for your years' sacrifice—what does he find when, having followed the battle-stained cross against overwhelming odds, dreading death not half so much as surrender, he reached the home he left so prosperous and beautiful?

He finds his home in ruins, his farms devastated, his slaves free, his stock killed, his barns empty, his trade destroyed, his money worthless, his social system, feudal in its magnificence, swept away; his people without law or legal status, his comrades slain, and the burden of others heavy on his shoulders.

Crushed by defeat, his very traditions gone; without money, credit, material, or training; and besides all this, confronted with the gravest problem that ever met human intelligence—the establishment of a status for the vast body of his liberated slaves.

What does he do—this hero in gray with a heart of gold? Does he sit down in sullenness and despair? Not for a day. Surely God, who had stripped him of his prosperity, inspired him in his adversity. As ruin was never so overwhelming, never was restoration swifter.

The soldier stepped from the trenches into the furrow, horses that had charged Federal guns marched before the plow, and fields that ran blood in April were green with the harvest in June. Never was nobler duty confided to human hands than the uplifting and upbuilding of the prostrate and bleeding South, misguided, perhaps, but beautiful in her suffering.

In the record of her social, industrial, and political evolution, we await with confidence the verdict of the world.

Henry W. Grady.

General Jackson believed in system, method and discipline in every phase of life. He not only practiced them himself, but looked for them in others, regarding them as essential attributes towards attaining the most out of life, utilizing the unit to produce the greatest result. He certainly regarded methodical habits as indispensable to the highest form of usefulness to others. In a sense, according to his creed, certainly in later life, man was a machine with intelligence, one of God's instruments, and lived as such, and in his own brief span of thirty-nine years, at least after attaining his majority, he lived a full man's life, weighing as it were the possibilities of each hour, and giving to his work his utmost intelligence.

Thos. Jackson Arnold
in Early Life and Letters of General Thomas J. Jackson.

Biographical Reviews written by students.

Stories of Lee and Jackson retold by pupils.

WASHINGTON'S BIRTHDAY

The program may be opened with the following ceremony. In the smaller schools one individual may be used in place of a squad of eight:

A march down the center, led by Officer and Color-Bearer, for three squads, to band music or drum-beat. Officer and Color-Bearer halt in center below the curtained stage, facing each other. Squads form on three sides, facing Officer. Slow step for march.

1. *Officer*—Attention! What comes first with patriots?

Color-Bearer—Our country comes first. "Before individual interest or class advantage."

2. *Officer*—Who was first?

Color-Bearer—George Washington, born one hundred and .... years ago (today).

3. *Officer*—How was George Washington first?

Leader of Squad 1—He was our "first citizen" in character. "A gentleman and a man of honor." Always putting his country first in devotion and service. "In every sense of the words a wise, a good, and a great man."

Leader of Squad 2—He was our first great general leading the Continental armies to victory that secured the nation's independence. To him we owe the sovereignty of our flag.

Leader of Squad 3—He was our first President, serving with honor and dignity, and reëlected unanimously by the people as "the only man in the United States who possessed the confidence of all."

All—"First in war, first in peace, first in the hearts of his countrymen." "The Father of his Country."

4. Curtain is drawn showing tableau of the "Spirit of Seventy-Six," or "Washington at Valley Forge" or some other Revolutionary subject, also a portrait of Washington, or a bust, or a stand of Continental colors.

Officer—All who desire to honor Washington's memory and follow his example of loyalty please rise.

All—Stand at attention while a singer renders the first and third stanzas of "Star Spangled Banner."

5. *Officer*—(*Very clearly*) Complete attention is now requested for the following program in charge of the chairman of the day, Mr. ————

All are seated while the chairman comes forward.

Speeches and other exercises follow.

Poems:

TRIBUTE TO WASHINGTON

(The following tribute to Washington was found on the back of the frame of one of his miniature portraits at Mount Vernon.)

"Washington, the defender of his country, the founder of liberty, the friend of man. History and tradition are explored in vain for a parallel to his character. In the annals of modern greatness he stands alone, and the noblest names of antiquity lose their luster in his presence. Born the benefactor of mankind, he united all the qualities necessary to an illustrious career. Nature made him great; he made himself virtuous. Called by his country to the defense of her liberties, he triumphantly vindicated the rights of humanity, and on the pillars of national independence laid the foundations of a great republic. Twice invested with the supreme magistracy by the unanimous voice of a free people, he surpassed in the Cabinet the glories of the field, and voluntarily resigning the scepter and the sword, retired to the shades of private life. A spectacle so new and so sublime was contemplated with the profoundest admiration, and the name of Washington, adding new luster to humanity, resounded to the remotest regions of the earth. Magnanimous in youth, glorious through life, great in death, his highest ambition the happiness of mankind, his noblest victory the conquest of himself, bequeathing to posterity the inheritance of his fame and building his monument in the hearts of his countrymen, he lived, the ornament of the eighteenth century, and died, regretted by a mourning world."

—*Carrington.*

WASHINGTON

Great were the hearts and strong the minds
  Of those who framed, in high debate,
The immortal league of love that binds
  Our fair broad empire, state with state.

And ever hallowed be the hour
  When, as the auspicous task was done,
A nation's gift, the sword of power,
  Was given to glory's unspoiled son.

That noble race is gone; the suns
  Of fifty years have risen and set;
The holy links those mighty ones
  Had forged and knit are brighter yet.

Wide—as our own free race increase—
Wide shall it stretch the elastic chain
And bind in everlasting peace,
State after state, a mighty train.

—*Wm. Cullen Bryant.*

CROWN OUR WASHINGTON

Arise—'tis the day of our Washington's glory,
  The garlands uplift for our liberties won;
Forever let Youth tell the patriot's story,
  Whose sword swept for freedom the fields of the sun.
    Not with gold, nor with gems,
    But with evergreens vernal.
And the banners of stars that the continent span,
  Crown, crown we the chief of the heroes eternal,
Who lifted his sword for the birthright of man!

He gave us a nation; to make it immortal
He laid down for freedom the sword that he drew,
And faith leads us on through the uplifting portal
Of the glories of peace and our destinies new.
Not with gold, nor with gems,
But with evergreens vernal.
And the flag that the nations of liberty span
Crown, crown him, the chief of the heroes eternal,
Who laid down his sword for the birthright of man!

Lead, Face the Future, serene in thy beauty,
Till o'er the dead heroes the peace star shall gleam,
Till Right shall be Might in the counsel of duty,
And the service of man be life's glory supreme.
Not with gold, nor with gems,
But with evergreens vernal.
And the flags that the nations in brotherhood span
Crown, crown we the chief of the heroes eternal,
Whose honor was gained by his service to man!

WORDS OF WASHINGTON

Be courteous to all, but intimate with few.

System in all things should be aimed at.

Whatever is done should be well done.

We must take human nature as we find it.

It is an invidious task at all times to draw comparisons.

A free people ought not only to be armed, but disciplined.

From thinking proceeds speaking, thence to acting is but a single step.

Men in most cases are governed first by what they feel, and next by what they hope.

Decency and cleanliness will always be the first object in the dress of a judicious and sensible man.

People are often ruined, before they are aware of the danger, by buying everything they think they want.

It is easy to make acquaintances, but very difficult to shake them off, however irksome and unprofitable they are found.

It is our duty to make the best of our misfortunes and not to suffer passion to interfere with our interest and the public good.

WASHINGTON AND LINCOLN

By

Chauncey Mitchell Depew

Never since the creation of man were two human beings so unlike, so nearly extreme or opposed to each other as Washington and Lincoln. The one an aristocrat by birth, by breeding and association; the other in every sense and by every surrounding a democrat. As the richest man in America, a large slaveholder, the possessor of an enormous landed estate and the leader and representative of the property and the culture and the colleges of the Colonial period, Washington stood for the conservation and preservation of law and order. He could be a revolutionist and pledge his life and fortune and honor for the principles which in his judgment safeguarded the rights and liberties of his country. But in the construction of the Republic and in the formation of its institutions, and in the critical period of experiment until they could get in working order, he gave to them and implanted in them conservative elements which are found in no other system of government. And yet, millionaire, slaveholder, and aristocrat in its best sense, that he was, all his life; so at any time he would have died for the immortal principle put by the Puritans in their charter adopted in the cabin of the "Mayflower" and reënacted in the Declaration of Independence, of the equality of all men before the law, and of equal opportunity for all to rise.

Lincoln, on the other hand, was born in a cabin among that class known as "poor whites" in slave-holding times, who held and could hold no position, and whose condition was so hopeless as to paralyze ambition and effort. His situation, so far as his surroundings were concerned, had considerable mental but little moral improvement by removal to Indiana, and subsequently to Illinois. Anywhere in the Old World a man born amid such an environment and teachings and possessed of unconquerable energy and ambition, and the greatest powers of eloquence and constructive statesmanship, would have been a socialist and a leader of a social revolt. He might have been an anarchist. His one ambition would have been to break the crust above him and shatter it to pieces. He would see otherwise no opportunity for himself and his fellows in social or political life. But Lincoln attained from the log cabin of the poor white in the wilderness the same position which George Washington reached from his palatial mansion and baronial estate on the Potomac. He made the same fight, unselfishly, patriotically, and grandly for the preservation of the Republic that Washington had made for its creation and foundation.

Widely as they are separated, these two heroes of the two great crises of our national life stand together in representing solvent powers, inspiring processes, and the hopeful opportunities of American liberty. The one coming from the top, and the other from the bottom, to the Presidency of the United States, the leadership of the people, the building up of government and the reconstruction of States, they superbly illustrate the fact that under our institutions there is neither place nor time for the socialist or the anarchist, but there is a place and always a time, notwithstanding the discouragements of origin or of youth, for grit, pluck, ambition, honesty and brains.

WASHINGTON'S PRAYER FOR THE UNITED STATES OF AMERICA—1783

ALMIGHTY GOD, we make our earnest prayer that Thou wilt keep the United States in Thy Holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; and to entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large.

AND FINALLY, that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy, and to demean ourselves with that charity, humility, and pacific temper of mind which were the characteristics of the divine author of our blessed religion, and without a humble imitation of whose example in these things we can never hope to be a happy nation.

GRANT OUR supplication, we beseech Thee, through Jesus Christ, our Lord, Amen.

TEMPERANCE OR LAW-AND-ORDER DAY

Observance of Law—A "President's Message."

LAW "IS THE STRONG DEFENSE OF THE WEAK, THE VERY PRESENT REFUGE OF INNOCENCE, A MIGHTY FORTRESS OF THE RIGHTEOUS, ONE WITH THE LAW IS A MAJORITY, WHILE THE LAW IS OBSERVED THE PROCESS OF CIVILIZATION WILL CONTINUE. WHEN SUCH OBSERVANCE CEASES CHAOS AND THE ANCIENT RIGHT OF DESPOTISM WILL COME AGAIN." —*Calvin Coolidge.*

THE NATIONAL EDUCATION ASSOCIATION APPEALS TO PATRIOTIC TEACHERS TO TEACH RESPECT FOR LAW

The safety of the Republic rests to a large extent with the teachers of the Nation. We call upon teachers everywhere to teach respect for law and order and for constituted authority; to impress upon young and old the importance of obedience to the Constitution and to all State and National laws and to local ordinances; to teach the children that the laws are made by the majority; but that they must be obeyed by all; and that he who disobeys the Constitution or laws is an enemy of the Republic.

We approve training in American citizenship, and urge that the principles of the Government as embodied in the State and National Constitutions be made the integral part of the training of every student in every school. We also urge in the interest of true Americanism that no person unwilling to submit to these principles be employed in the education of youth.

LINCOLN'S LAW OBSERVANCE STATEMENT

"Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the Revolution never to violate in the least particular the laws of the country and never to tolerate their violation by others.

"As the patriots of seventy-six did to the support of the Declaration of Independence, so as to the support of the Constitution and laws, let every American pledge his life, his property and his sacred honor. Let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. In short, let it become the political religion of the Nation; and let the old and young, the rich and the poor, the grave and the gay of all sexes and tongues and colors sacrifice unceasingly upon its altars."

CONTINUED INSTRUCTION NECESSARY

"The adoption of the Eighteenth Amendment to the Constitution of the United States, prohibiting the liquor traffic, has by no means ended the necessity for public school instruction concerning the nature and effects of alcoholic drinks.

"The alcohol evil is an old one, deeply entrenched in human custom, peculiarly misleading in its beginnings because of the drug effect of alcohol, supported by vast commercial interests.

"It is essential that the oncoming generation now in the public schools, many of whom are recent comers to the United States, should be so thoroughly informed as to the dangers in alcohol to human life that they will understand the action of this generation in abolishing the liquor traffic and will enter on the duties of citizenship, intelligent as to the fundamental reason for continued prohibition." —*Cora Frances Stoddard.*

THE DRUNKARD'S ADVICE

By

MARY WADDELL

On the way from school I saw one night
In a small back street a loathsome sight.
When I said, "Mr. Man, how came you so?"
He said, "Little boy, why don't you know?

"I once was a boy like you, my son;
My time's about up, your's just begun.
If you'd consider my ragged state,
And not go begging at ev'ry gate,

"And have a place you can lay your head,
And feel at night you've been well fed,
Never, my boy, would you take a drink,
Not a drop of whiskey, or beer, and think

"I'll leave it alone when I've enough,
It's not, my boy, that kind of stuff.
When it gets a hold it'll not let go,
And that is why you find me so.

"If you would escape my plight, I'd say
Leave whiskey out of your fare each day.
Listen to me and you'll not regret
That you and I today have met."

TEMPERANCE DAY PROGRAM FOR PUBLIC SCHOOLS

Prepared by MRS. ELIZABETH OWENS MIDDLETON

Song—"America the Beautiful."

Repeat in concert—A good citizen is loyal to his country when he obeys its laws; to society when he coöperates in all good endeavors; to himself when he develops toward the highest ideals physically, mentally and morally."

BIOGRAPHICAL SKETCH OF FRANCES E. WILLARD

(By J. A. Churchill, Superintendent of Public Instruction, Oregon)

It was a rarely endowed home into which Frances Elizabeth Willard was born September 28, 1839, in Churchville, N. Y. Her childhood and girlhood, spent at Forest Home, near Janesville, Wis., were singularly beautiful.

She attended Northwestern University, Evanston, Ill., from which she graduated, and later she became the dean of the woman's department and professor of rhetoric. The honorary degree of LL.D. was later conferred upon Miss Willard by the Ohio Wesleyan University.

As President of the National Woman's Christian Temperance Union for nineteen years, and of the World's W. C. T. U. for fifteen years, Frances E. Willard did her greatest work for society.

A great secret of her successful leadership is told by one of her associates in these beautiful words: "She was a great leader because within her little hand she held the hearts of all who followed, and with an irresistible charm she drew those who lacked the courage to follow. All loved her because she loved all. She recognized the best in each, and each reached out and up and made endeavor because its best was recognized. All trusted her because she trusted all. Manhood is nobler, womanhood truer, childhood safer because Frances E. Willard lived."

In Statuary Hall, Washington, D. C., the statue of Frances E. Willard stands, next to that of Abraham Lincoln. Miss Willard was the first woman to be thus honored.

"*Resolved by the House of Representatives, the Senate concurring,* That the statue of Frances E. Willard, presented by the State of Illinois to be placed in Statuary Hall, be accepted by the United States, and that the thanks of Congress be tendered the State for the statue of one of the most eminent women of the United States." February 17, 1905.

A SCIENTIFIC TEMPERANCE INSTRUCTION PAGEANT

(The Children say "No" to Poisons)

CHARACTERS:

Prohibition, tall queenly girl, dressed in white and wearing crown.

Law Enforcement, judicial-looking lad, wearing legal cap and gown.

One-half of One Per Cent Alcohol, boy with clothes padded to represent a fat, ungainly figure, with badge bearing his name.

Scientific Temperance Instruction, girl with pleasing appearance and good speaker.

Total Abstinence, tall girl, dressed in white, carrying golden scepter or flag.

Public School Teacher.

Group of Pupils, all grades.

Herald.

Prohibition seated on "throne," center of platform. Law Enforcement to right; One-half of One Per Cent to left; Herald stands near door when not announcing visitors.

Explanation of abbreviations:

Prohibition, Pro.; Law Enforcement, L.E.; Scientific Temperance Instruction, S.T.I.; Total Abstinence, T.A.; Public School Teacher, T.; Children of Lower Grades, C.

(Knock heard at door.)

Herald (addressing Pro.) Scientific Temperance Instruction is at the door, asking admittance. She says she has helped to seat you on your throne.

Pro. Admit Scientific Temperance Instruction.

Pro. Scientific Temperance Instruction, I greet you. What have you done for Prohibition?

S.T.I. I have taught the children in the public schools that alcohol is poison. The Woman's Christian Temperance Union, under whose banner I greet you, was organized in 1874 and at once began educational work. In 1878 this organization, with Frances E. Willard as its president, adopted the department which I represent, Scientific Temperance Instruction, and the unions in the various states began working for legislation requiring that "Physiology and Hygiene," with especial reference to the nature and effects of alcoholic drinks and other narcotics and stimulants on the human system, shall be taught in all public schools." Such legislation was secured in every state and territory under our Government's control. I brought the latest findings of the scientists and physicians—facts concerning alcohol and other narcotic drugs—and placed them in the text-books used in the schools. I wove these facts into beautiful stories that were told to the children, I offered prizes for the best essays written on temperance, and set the teachers and pupils to thinking and studying. A generation of voters has grown up under this teaching, and it is their vote that has given us National Constitutional Prohibition.

When this teaching was put into the schools, less than fifty years ago, alcohol was called a food; it was classed as a stimulant; it was looked upon as a wholesome beverage; it was considered essential as a medicine. Today alcohol is known to be, not a food, but a poison; not a stimulant, but a dangerous and deadly narcotic; not a wholesome beverage, but a demoralizing and depraving agency, and not essential as a medicine. The physicians in 1915 struck brandy and whiskey from the list of drugs essential to fill a doctor's prescription. The doctors said, in the Journal of the American Medical Association: "The use of alcohol in medicine as a tonic, a stimulant, or for food has no scientific value and should be discouraged."

I have decreased One-half of One Per Cent to his present size. I think he is large enough now, don't you? But imagine him, if you can, as being five times his present size—that is what he will be if 2¾ per cent beer is allowed. 2¾ per cent indeed! My temperance teaching in the schools will drive even One-half of One Per Cent Alcohol from the face of the earth.

L.E. You have certainly proven a valuable aid to Prohibition. What will you do for Law Enforcement?

S.T.I. I will continue my temperance teaching in the schools. Hark! I hear a noise, as of an army approaching. *(Raises hand to eyes and peers into the distance.)* I see a tall, white-robed figure, and following her a great host, an army of boys and girls, of young men and young women. They are coming this way. That white-robed figure is Total Abstinence, and those following in her train, led by Public School Teacher, are the total abstainers, made so by my temperance teaching in the schools. Law Enforcement, I will bring to your aid Total Abstinence. She, with her great army of total abstainers, which is increasing in numbers every year, will surround Prohibition and protect her on her throne. The keen darts of the enemy will have no power to penetrate the armor of knowledge and of truth which I have given them. Our beautiful Prohibition will be safe, and she will reign in peace and happiness over our beloved country. (*Takes place to right of L.E.*)

(*Knock at door.*)

Herald. Total Abstinence is at the door.

Pro. Admit Total Abstinence. (*T.A. followed by T. and Pupils. As T.A. advances to platform, One-half of One Per Cent Alcohol leaves his chair and, watching T.A., slowly backs from the platform and disappears. T.A. takes position in front of chair vacated by One-half of One Per Cent. T. takes a place to left of T.A. Pupils surround Pro., smaller children to front.*)

Pro. Welcome, Total Abstinence! What message of good cheer do you bring us today?

T.A. Prohibition, I greet you and bring you my tribute of appreciation for the splendid results of your reign. I have brought these children and young people, the youngest branch of my army, to serve as your bodyguard.

L.E. Welcome, thrice welcome, Total Abstinence. I recognize in you a valuable ally to law enforcement. What part have these children in Prohibition's protection?

T.A. I will ask Public School Teacher to demonstrate with these pupils their value to Total Abstinence and Prohibition.

T. Children of lower grades, what is alcohol?

C. (*All together.*) Alcohol is a poison.

T. What is poison? Is it good for people or bad for people?

C. Bad.

T. (*As older pupil raises hand*). What is it, Harry?

Harry. Alcohol is a habit-forming drug.

T. Very true. Tell us what is a habit-forming drug?

Pupil. One that makes us want more and more of it all the time.

T. Is this a dangerous quality in alcohol?

Pupil. It is, because a man cannot drink a little and then let it alone. The alcohol itself makes him crave more, and he drinks to excess.

(*Loud knocking at door.*)

Herald. Two and Three-fourths Per Cent Beer is at the door. Shall I bring him in?

Pupils. No.

T. Why do you not want Beer to come in?

C. Beer has alcohol in it. Alcohol is a poison. Poisons are bad for us.

T. Let us hear from the older pupils. What do you think of Beer?

Pupil. Beer contains alcohol, a habit-forming drug. Beer-drinking is dangerous and injurious to the health.

T. Is Beer good for the working man?

Pupil. No Beer is a bluffer. It makes hard work harder. It decreases muscle power and increases waste motion and fatigue.

T. Does Beer raise or lower a man's efficiency for work?

Pupil. Beer drinking impairs all kinds of highly skilled work, such as watch-making, fine tool work, surgery, which requires precise nerve control of the muscle.

Drinking decreased by 10 to 15 per cent fine hand work in tests made 11 hours after taking the equivalent of 1½ pints of 2¾ per cent beer.

T. Does beer rest one?

Pupil. No. It merely deadens the tired feeling. Food, play, and sleep truly restore.

T. Does Beer cool one in summer or warm one in winter?

Pupil. No, the alcohol in beer disorders the body's heat regulating system, thereby increasing the danger from both heat and cold.

T. What is the food value of beer?

Pupil. Benjamin Franklin said: "A pennyworth of bread, eaten with water, gives more strength than a quart of beer."

T. What is the greatest danger to a beer drinker?

Pupil. Physicians almost all agree that sickness is more fatal to beer drinkers than to other people. Serious accidents are more likely to occur to them and are usually fatal. The records of 43 American life insurance companies showed that policyholders who at the time of applying for insurance were in the habit of drinking two glasses of beer daily had an average death rate of 18 per cent higher than the normal death rate.

Pro. We have learned that beer contains alcohol; alcohol is a narcotic drug; the quantities of alcohol contained in beer have been proven distinctly harmful. Beer is an enemy to sobriety, efficiency, health, and the highest national prosperity. My loyal subjects say No! Beer cannot enter.

(*Knock at door.*)

Herald. The Baker is at the door with delicious-looking loaves of bread. He says before Prohibition came he was a brewer and made his grain into beer. Now he makes it into flour and bakes the flour into bread. Shall I ask him to leave some?

C. YES!

T. You say NO! to Beer and you say YES! to Bread. Both are made from grain that the farmer raises. Why do you prefer bread to beer?

C. Bread has no alcohol in it. Bread is good for us.

Pupil. The process of making beer removes the food value from the grain. The process of making flour does not remove the food value. We get it in the bread baked from the flour. Beer has only 2 per cent food value; flour has 88 per cent.

Pro. My loyal subjects require bread. Tell the baker we will use all he bakes.

(*Loud knocking at the door.*)

Herald. Wine is at the door asking admission. She has on a pretty red dress. Shall I bring her in?

Pupils. NO!

T. Why do you not wish Wine to enter?

C. Wine has alcohol in it. Alcohol is a poison. Poisons are bad for people.

L. E. Ha! ha! those children have learned their lessons well. They will never forget that alcohol is a poison and bad for people.

T. What do the older pupils say about Wine?

Pupil. Wine leads to stronger liquors. "Men begin with wine. Soon the palate is palled and asks for something stronger." Wine is a pass-key to alcoholism. It contains from 8 to 20 per cent of alcohol. It is a habit-forming drug.

T. Does Wine aid efficiency?

Pupil. No. Careful tests prove that as little alcohol as that in a half pint of wine impaired skill and precision, also mental working ability. Experiments in writing, adding and memorizing showed poor work.

T. Does light wines injure growth?

Pupil. Yes, the body is made up of cells. Light wines contain sufficient alcohol to impair cell vigor.

T. How is pure grape juice or "sweet wine" as we call it, made for sacramental purposes, or to be used by sick people?

Pupil. The grapes are washed and all faulty ones removed. They are cooked until tender and the juice strained through a cloth. This juice is then boiled and sealed up in air-tight bottles or jars, like canned fruit.

T. Will this juice ferment or spoil if left open?

Pupil. It will, and alcohol will form in it.

T. What does the Bible say of wine?

Pupil. "Wine is a mocker, and strong drink is raging, and whosoever is deceived thereby is not wise."

Pro. We have found that wine contains the habit-forming drug alcohol. That a half pint of 10 per cent wine contains as much alcohol as a single 1.6 ounce drink of whiskey, and sends as much alcohol into the blood of a drinker. My loyal subjects say, No. Wine cannot enter.

(*Knock at door.*)

Herald. There is a man at the door with a basket of fine grapes and a big box of raisins. He says that before Prohibition came he made his grapes into wine. Now he gathers them and sells them fresh from the vines, or dries them and sells them as raisins. Do you want them?

Pupils. Yes.

T. Why do you reject the wine and accept the grapes and raisins?

C. Grapes and raisins have no alcohol in them. They are good for us.

Pro. My loyal subjects like grapes and raisins. Tell the man he can leave them both and bring more.

(*Knock at door.*)

Herald. There is a good-natured looking fellow at the door who says his name is Cider. Shall I bring him in?

Pupils. NO!

T. What is Cider?

C. Cider is fermented apple juice.

T. What do the older pupils say about Cider?

Pupil. Cider quickly becomes an alcoholic beverage. The alcohol it contains is exactly the same alcohol as that in beer, wine and whiskey. It is often stronger than beer. It is sometimes as strong as many wines, and when concentrated may become as strong as whiskey. It is the alcohol that repeated experiments have shown reduce skill and increases crime. Cider kept in the open, exposed to warmth, will ferment rapidly and develop from 5 to 8 per cent alcohol. Alcohol is a habit-forming drug. A drink containing a habit-forming drug, even though it be cider made in the home press, is a dangerous drink. Calling the drink cider does not alter the name and effects of the alcohol.

T. If sweet apple cider is wanted, how should it be prepared?

Pupil. The apples should be washed carefully, all of the rotten specks and wormy cores cut out. The cider press must be washed and scalded to rid it of all fermentation. The apples are ground and the juice pressed out. It must be used at once or it will spoil. If it is to be kept over it must be boiled and sealed like grape juice.

Pro. Tell Cider my loyal subjects say NO! he cannot enter.

(*Knock at door.*)

Herald. There is a farmer at the door with a basket of big red apples. He says he used to grind his apples and make cider, but his children learned in the school that cider gets alcohol in it and is injurious. They begged him to stop making cider and to bring his apples to town and let the children have them fresh. Shall I ask him to leave some?

Pupils. YES!

T. Why did you reject cider and accept apples?

C. Apples have no alcohol. Apples give us rosy cheeks and bright eyes. Apples are good for us.

Pro. My loyal subjects prefer apples to cider. Tell the farmer to leave the basket here and to bring apples every time he comes to town.

(*Loud noises are heard outside, scraping and rattling of tin cans.*)

Herald (*laughing*). There is a queer looking family at the door. The father, mother, and a lot of children. They are carrying a wash tub, an old tin coffee pot, an oil can, and one of them has an old cuspidor. They say these are what they make home-brew in. They call themselves the Home-Brew Family. Shall I bring them in?

Pupils (*with disgust*). NO!

T. Why will you not admit the Home-Brew Family?

C. Home-Brew has alcohol in it. Alcohol is poison. Poisons are bad for people.

T. How do we know that Home-Brew has alcohol in it?

Pupil. If home-brews are made by putting yeast into sweet liquids and allowing them to ferment, they will contain alcohol, like all fermented liquors.

T. Name some home-brewed drinks that contain alcohol.

Pupil. Home-made root beer, wine, and cider, if exposed to warm air, causing fermentation, will contain alcohol. Alcohol weakens self-control, and this makes it easy to take more and more. Gradually, the drinker of home-brew comes to drink for alcohol effect. Home-brew.leads to strong drink.

Pro. If the people of the United States really want to get rid of the influence of alcohol upon the home they will refrain from making home-brew, home-wine, home-cider. My loyal subjects say NO, the Home-Brew cannot be admitted.

(*Knock at door.*)

Herald. The milkman is at the door and he asks how many bottles of milk shall he leave today.

T. How many of you want a bottle of milk?

Pupils (*all together*). I.

T. Why do you want milk?

C. Milk has no alcohol in it. Milk makes us fat, rosy-cheeked, and good natured, and we learn our lessons well. We drink milk at home and at school.

Pupil. Milk contains every element the body needs, and in just the proportion needed.

Pro. My loyal subjects require milk. Tell the milkman to leave a bottle for each one, and bring a fresh supply each day.

L. E. What became of One-Half of One Per Cent Alcohol?

S. T. I. He disappeared when Total Abstinence came in.

L. E. A good riddance. I never liked the fellow. He was no credit to us, and he gave me a lot of trouble.

(*Knock at door.*)

Herald. There is another fellow at the door. His name is Cigaret. He says he does not know you, Prohibition, but that he is a friend to the boys, and that he has an arithmetic lesson he likes to teach them. Shall I bring him in?

Pupils. NO!

Boys. He is no friend of ours.

T. Of what is the cigaret made?

Pupil. It is made of tobacco which contains Nicotine.

T. What is Nicotine.

C. Nicotine is a poison. Poisons are bad for people.

L. E. The children have added a new poison to their lesson.

T. What is this arithmetic lesson Cigaret teaches boys?

A boy. He says, "I am not much of a mathematician, but I can and do ADD to a man's nervous troubles; I can SUBTRACT from his physical energy; I can MULTIPLY his aches and pains; I can DIVIDE his mental powers; I take INTEREST from his work and DISCOUNT his chances for success."

T. How does the cigaret ADD to a man's nervous troubles?

Pupil. Men say they smoke "to quiet the nerves." This "quieting the nerves" just means poisoning or benumbing them. The rush of blood to the head, the dizziness, the unsteady beating of the heart, the distressing dreams, all show how seriously is the nervous system affected.

T. How does the cigaret SUBTRACT from a man's physical energy?

Pupil. David Starr Jordan says: "It retards development and prevents maturity. A cigaret boy of 16 rarely becomes a man. He falls like a wormy apple."

T. How does the cigaret MULTIPLY a man's aches and pains?

Pupil. It is one of the peculiarities of the nerve-disturbing drugs that when taken they seem to quiet the pain they have caused. But when the effect passes the pain re-appears. The system calls for more, and thus the drug habit begins. Nicotine is a nerve irritant. The cigaret strikes at every vital organ. It sometimes strikes at the lungs and consumption follows. The weak and intermittent pulse of the smoker shows what it can do to the great engine of life, the heart. Some of the symptoms of the cigaret smoker are: chronic hoarseness, lack of appetite, dyspepsia, pallor from impaired blood, rapid and intermittent pulse, pain in the region of the heart, difficulty in breathing, and disinclination to partake of healthy athletic exercise, headache, impatience, irritability.

T. How does the cigaret DIVIDE a boy's mental powers?

Pupil. Boys in school who are in the clutch of the cigaret become its slaves. They cannot put their minds on their work. Reports from colleges and other educational institutions show that young men addicted to the cigaret habit seldom, if ever, lead in their studies.

T. How does the cigaret take INTEREST from a boy's work?

Pupil. Close observation for many years by the J. C. Ayers Manufacturing Company has shown that boys who are most energetic, active, alert, quick, spry, do not smoke, while the listless, lazy, dull, sleepy, uninteresting, and uninterested boys are those who smoke cigarets.

T. How does the cigaret DISCOUNT a boy's chances for success?

Pupil. Connie Mack says: "It is my candid opinion, and I have watched very closely the last 12 years or more, that boys at the age of 10 to 15 who have continued smoking cigarets do not, as a rule, amount to anything. They are unfitted in any way for any kind of work where brains are needed. No boy or man can expect to succeed in this world to a high position and continue the use of cigarets." David Starr Jordan says: "The boy who smokes cigarets need not be anxious about his future; he has none."

T. What connection has the cigaret with alcohol?

Pupil. The hot smoke from the cigaret tends to make the mouth and throat dry, and creates a peculiar sinking sensation in the stomach. With the physical, mental, and moral tone lowered the smoker is liable to yield to the temptation to take a drink containing alcohol, hoping that may relieve his dry throat and sinking sensation.

L. E. Every state in the Union has a law to protect boys against the use of the cigaret.

Pro. P. P. Claxton, Ex-U. S. Commissioner of Education, says: "I hope the day will soon come when no boy, in school or out, will use tobacco in any form." My loyal subjects say NO! Cigaret cannot come in.

T. What are we building for ourselves day by day?

Pupils. Character.

T. What helps to make our character?

Pupil. The habits we form.

T. How many classes of habits?

Pupil. Two, good and evil. We have found that the drinking of any kind of liquor that has alcohol in it is a bad or evil habit. We have also found that the smoking of cigarets is a bad habit.

T. What saying of Frances E. Willard will we take for our motto?

Pupils (all together). "No evil habit, however small, shall have dominion over me."

T. A. Throughout my long life I have been laboring to gather my army of total abstainers. It was always slow work until my friend, Scientific Temperance Instruction, came. Through the plans of temperance teaching she put into the public schools, and which have been faithfully carried out by our comrade, Public School Teacher, my army has increased rapidly.

Among my older followers there were men and women, who, having learned the dangers in alcoholic liquors, wanted to be free; but with will weakened and bodies diseased through the use of liquors and through alcoholic degeneracy, they could not resist the temptation of the open saloon. Since you have come, Prohibition, they are as steady and as true as any followers in my army.

These pupils I bring today, with their faithful teacher, are the youngest of my followers, which I brought at the call of Scientific Temperance Instruction.

Out in the world are the older members of my army, the voters who gave you your throne, Prohibition. They are doing their work well, and building for our Nation a bulwark so strong that no evil shall prevail against it. Be not discouraged, Law Enforcement, this army, tried and true, is standing behind you in your work. The foundations of law observance as laid by them are broad and deep. You will succeed.

For years I have had a dream of America, the peer of the nations in commercial efficiency, in moral tone, in cool, clear judgment and love of right. It is for this that I have been laboring. Since your coming, Prohibition, the light is beginning to dawn. I catch a vision of a nation of total abstainers with strong bodies, clear brains, and steady nerves, free from the bondage of alcohol and other narcotic drugs; with character developed to the highest and best possible to human beings.

That is not all. When America has thrown off the shackles and has shown the world what a nation can be with the right principles of life, other nations will also catch the vision, and we will all have world-wide peace, happiness, and prosperity. Your reign, Prohibition, makes all this possible. We pledge to you our loyal allegiance and support. The nations will know the truth and the truth shall make them free.

L. E. This has been a wonderful day for us, Prohibition. We have been enlightened and inspired by our visitors. I am sure you join me in thanks to Scientific Temperance Instruction for giving us this practical demonstration of her work.

Go on, Scientific Temperance Instruction, spread your temperance teaching around the world, until every nation is free.

As for you, Public School Teacher, you are the important link in the chain that makes all of our work possible. We commend the sane and practical way in which you bring these temperance truths to your pupils, guarding them against dangerous things, and at the same time teaching them the value of wholesome food and drink. Through your character lessons you are laying the foundation for a better citizenship.

Total Abstinence, your vision of America's future is a revelation to me. We will all work together to make your dream a reality My heart is gladdened by these boys and girls here today.

Boys and girls, you hold within your hands the future destiny of our nation. Guard it well. Stand by the Flag, stand by the Constitution, stand by Prohibition.

The demonstration given here today shows that the message given by Abraham Lincoln has been rightly interpreted: "Let reverence for law be breathed by every American woman to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges, let it be written in primers, spelling books, and in almanacs, let it be preached from the pulpits, proclaimed in legislative halls and enforced in courts of justice, and, in short, let it become the political religion of the nation, and let the old and young, the rich and the poor, the grave and the gay, of all the sexes and tongues and colors and conditions, sacrifice unceasingly upon its altars.

Pro. Many testimonials from every part of our country come as to the splendid results already achieved by the enforcement of the Eighteenth Amendment. Saloons have given place to grocery stores, dry goods stores, shoe shops, restaurants, confectioneries, hardware stores, and many other helpful lines of business. Breweries and distilleries have been converted into factories making many kinds of healthful food and drink products. Boys and girls are better fed, better clothed, better housed. They are kept in school where heretofore they were compelled to leave school to earn money to support themselves and to help support the family. Boys are growing up without forming the drink habit. No longer the open saloon tempts them to enter. Fathers who formerly spent most of their wages in the saloon now pay the weekly bills for the support of their families, buy comfortable homes, even automobiles, and have bank accounts. Dr. Charles W. Elliott, President Emeritus of Harvard University, says: "Evidence has accumulated on every hand that prohibition has promoted all over the country public health, public happiness, and industrial efficiency. This evidence comes from manufacturers, physicians, nurses, schools, factory, hospital, and from social workers of many races and religions laboring daily in a great variety of fields."

President Harding is quoted as saying: "In every community men and women have had an opportunity to know what Prohibition means. They know that debts are more promptly paid, that men take home the wages that once were wasted in saloons; that families are better clothed and fed, and more money finds its way into the savings banks. The liquor traffic was destructive of much that was most precious in American life. In the face of so much evidence on that point, what conscientious man would want to let his own selfish desires influence him to vote to bring it back? In another generation I believe that liquor will have disappeared, not merely from our politics, but from our memories."

SALUTE TO THE FLAG: I pledge allegiance to my flag and to the country for which it stands, one nation indivisible, with liberty and justice to all.

NOTE—This pageant is designed to be suggestive rather than complete. It can be elaborated or condensed according to requirements or conditions. Portions of it, if not all, may be used in the small school. It can be given to advantage in a high school auditorium, using both grade and high school pupils, or adapted to the high school alone. The ingenuity of the teacher will solve this problem. It may be used as a public program in a hall or church represented entirely by pupils, or having prominent citizens representing some of the characters. Local features may be added, and local characters introduced, care being taken that the connected thought of the pageant be not broken.

The aim of the pageant is to show the importance of Scientific Temperance Instruction and the value of total abstinence to create respect for prohibition and law enforcement, and contempt for alcohol, even one-half of one per cent; to encourage the child in the use of healthful drinks, while giving a warning against the things that are harmful.

MEMORIAL DAY

A pretty custom is growing up in some communities, in that children all bring flowers to school on Decoration Day. Teachers or delegated students bind them into boquets, garlands, or wreaths. Members of the American Legion provide means of carrying a committee of children to cemetery or to graves of individuals, and thus the grave of every Confederate, Union, or World War veteran is decorated.

In many places also the local chapter of the American Legion provides speakers for the chapel memorial exercises.

Poems:

THE NEW MEMORIAL DAY

Oh, the roses we plucked for the blue,
  And the lilies we twined for the gray,
We have bound in a wreath,
And in silence beneath,
  Slumber our heroes today.

Over the new-turned sod
  The sons of our fathers stand,
And the fierce old fight
Slips out of sight
  In the clasp of a brother's hand.

For the old blood left a stain
  That the new has washed away,
And the sons of those
That have faced as foes
  Are marching together today.

Oh, the blood that our fathers gave!
  Oh, the tide of our mother's tears!
And the flow of red
And the tears they shed,
  Embittered a sea of years.

But the roses we plucked for the blue,
  And the lilies we twined for the gray,
We have bound in a wreath,
And in glory beneath,
  Slumber our heroes today.

—*Albert Bigelow Paine.*

THE BLUE AND THE GRAY

By

Francis Miles Finch

By the flow of the inland river,
  Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver
  Asleep are the ranks of the dead:
    Under the sod and the dew,
      Waiting the Judgment Day;
    Under the one, the Blue;
      Under the other the Gray.

These in the robings of glory,
  Those in the gloom of defeat,
All with the battle-blood gory
  In the dusk of eternity meet:
    Under the sod and the dew,
      Waiting the Judgment Day;
    Under the laurel, the Blue;
      Under the willow, the Gray.

From the silence of sorrowful hours
  The desolate mourners go,
Lovingly laden with flowers
  Alike for the friend and the foe.
    Under the sod and the dew,
      Waiting the Judgment Day;
    Under the roses, the Blue;
      Under the lilies, the Gray.

So with an equal splendor
  The morning sun-rays fall,
With a touch impartially tender,
  On the blossoms blooming for all:
    Under the sod and the dew,
      Waiting the Judgment Day;
    Broidered with gold, the Blue;
      Mellowed with gold, the Gray.

So, when the summer calleth,
  On forest and field of grain,
With an equal murmur falleth,
  The cooling drip of the rain:
    Under the sod and the dew,
      Waiting the Judgment Day;
    Wet with the rain, the Blue;
      Wet with the rain, the Gray.

Sadly, but not with upbraiding
  The generous deed was done,
In storm of the years that are fading
  No braver battle was won:
    Under the sod and the dew,
      Waiting the Judgment Day;
    Under the blossoms, the Blue;
      Under the garlands, the Gray.

No more shall the war cry sever,
  Or the winding rivers be red;
They banish our anger forever
  When they laurel the graves of our dead;
    Under the sod and the dew,
      Waiting the Judgment Day;
    Love and tears for the Blue;
      Tears and love for the Gray.

WE KEEP MEMORIAL DAY

By

Kate Brownlee Sherwood

When the May has culled her flowers for the summer waiting long
And the breath of early roses woos the hedges into song,
Comes the throb of martial music, and the banners in the street,
And the marching of the millions bearing garlands fair and sweet—
'Tis the Sabbath of the Nation, 'tis the floral feast of May!
    In remembrance of our heroes
    We keep Memorial Day.

They are sleeping in the valleys, they are sleeping 'neath the sea,
They are sleeping by the thousands till the royal reveille;
Let us know them, let us name them, let us honor one and all,
For they loved us and they saved us, springing at the bugle call;
Let us sound the song and cymbal, wreathe the immortells and bay,
    In the fervor of thanksgiving
    We keep Memorial Day.

THE FLAG GOES BY

By

Henry Holcomb Bennett

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by.

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;
Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;
Sign of a nation, great and strong
Toward her people from foreign wrong;
Pride and glory and honor—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by.

LINCOLN'S GETTYSBURG ADDRESS

Four score and seven years ago
our fathers brought forth upon this continent
a new nation,
conceived in liberty,
and dedicated to the proposition
that "all men are created equal."
Now we are engaged in a great civil war,
testing whether that nation, or any nation
so conceived and so dedicated
can long endure.
We are met on a great battlefield of that war.
We have come to dedicate a portion of it
as a final resting place
for those who here gave their lives
that the nation might live.
It is altogether fitting and proper
that we should do this.
But in a larger sense, we cannot dedicate—
We cannot consecrate—we cannot hallow—
this ground.
The brave men, living and dead,
who struggled here,
have consecrated it far above our poor power
to add or detract.
The world will little note nor long remember
what we say here,
but it can never forget
what they did here.
It is for us, the living,
rather, to be dedicated here
to the unfinished work
which they who fought here
have thus far so nobly advanced.
It is rather for us to be here dedicated
to the great task remaining before us—
that from these honored dead
we take increased devotion
to that cause for which they gave
the last full measure of devotion;
that we here highly resolve
that these dead shall not have died in vain;
that this nation, under God,
shall have a new birth of freedom;
And that government of the people,
by the people, for the people,
shall not perish from the earth.

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EDUCATIONAL PUBLICATION NO. 92 DIVISION OF PUBLICATION NO. 23

PROGRAM OF EXERCISES
FOR
NORTH CAROLINA DAY

MONDAY, OCTOBER 12, 1925

THE STATE FLAG OF NORTH CAROLINA
AND
"SOME MAKERS OF THE FLAG"

MAY 20 1775

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

NORTH CAROLINA DAY

An act to foster a love for the State and to increase a just pride in its past was passed by the Legislature of 1901, as follows:

AN ACT TO PROVIDE FOR THE CELEBRATION OF NORTH CAROLINA DAY IN THE PUBLIC SCHOOLS

The General Assembly of North Carolina do enact:

Section 1. That the 12th day of October in each and every year, to be called "North Carolina Day," may be devoted, by appropriate exercises in the public schools of the State, to the consideration of some topic or topics of our State history, to be selected by the Superintendent of Public Instruction: Provided, that if the said day shall fall on Saturday or Sunday, then the celebration shall occur on the Monday next following: Provided further, that if the said day shall fall at a time when any such schools may not be in session, the celebration may be held within one month from the beginning of the term, unless the Superintendent of Public Instruction shall designate some other time.

Sec. 2. This act shall be in force from and after its ratification. Ratified this the 9th day of February, A.D. 1901.

O QUEENLY STATE!

By Mrs. A. W. Curtis

O queenly State! lift up thy fair proud head,
The while thy sons and daughters honor thee,
And shine a pure white star, whose light shall be
Undimmed through all the ages yet to come!

LETTER

September 3, 1925.

To School Officials and Teachers:

Under the Law, the State Superintendent of Public Instruction is required to furnish program material on certain special days. Among these is North Carolina Day which has been celebrated for a number of years in North Carolina.

Under the authority of the Law I am fixing October 12th as North Carolina Day. Schools that find it inconvenient to put on the program on that day may set a later date for their exercises. Miss Susan Fulghum and Dr. J. Henry Highsmith have prepared this bulletin for North Carolina Day in 1925.

I respectfully urge all schools to make use of this material either on October 12th or at some later date before the Christmas holidays.

Public school children ought to be familiar with the appearance of the North Carolina flag. A part of this exercise should center around it. If the school authorities will let it be known, I feel certain that any among the patriotic associations, such as the Daughters of the Confederacy, Teachers Association, etc., will be glad to donate a flag to the school.

The people of the community should be invited to be present at the exercises and it should be made a community enterprise.

I hope the schools that celebrate this exercise will send a report to the State Superintendent showing the success with which this celebration meets.

A. T. Allen

State Superintendent of Public Instruction.

PROGRAM OF EXERCISES FOR NORTH CAROLINA DAY

SUGGESTED PROGRAM OF EXERCISES

1. Song—America.
2. Prayer.
3. North Carolina Day—Its Origin and Purpose—By Superintendent or Principal of School.
4. Poem—O Queenly State.
5. Reading—The State Flag of North Carolina.
6. Reading—The Great Seal of the State of North Carolina and the State Motto.
7. Song—The Old North State.
8. Some North Carolina Patriots—"Makers of the State Flag."

    (1) Patriots in War:
    Cornelius Harnett.
    James Johnston Pettigrew.
    Robert Lester Blackwell.

    Poems—Carolina, Our Pride.*
    On Hatteras Bar.

    (2) Patriots in Government:
    Zebulon Baird Vance.
    Thomas W. Bickett.

    Poems—Light'ood Fire.
    Away Down Home.
    Home Songs.

    (3) Patriots in Education:
    Archibald D. Murphey.
    Calvin H. Wiley.
    Charles B. Aycock.

9. Song—Ho! For Carolina.
10. Presentation of the State Flag†—By the Daughters of the Confederacy, Parent-Teacher Association, or some civic organization.
11. Reading—Respect for the Flag.
12. Reading—Makers of the Flag.
13. Song—Star-Spangled Banner.

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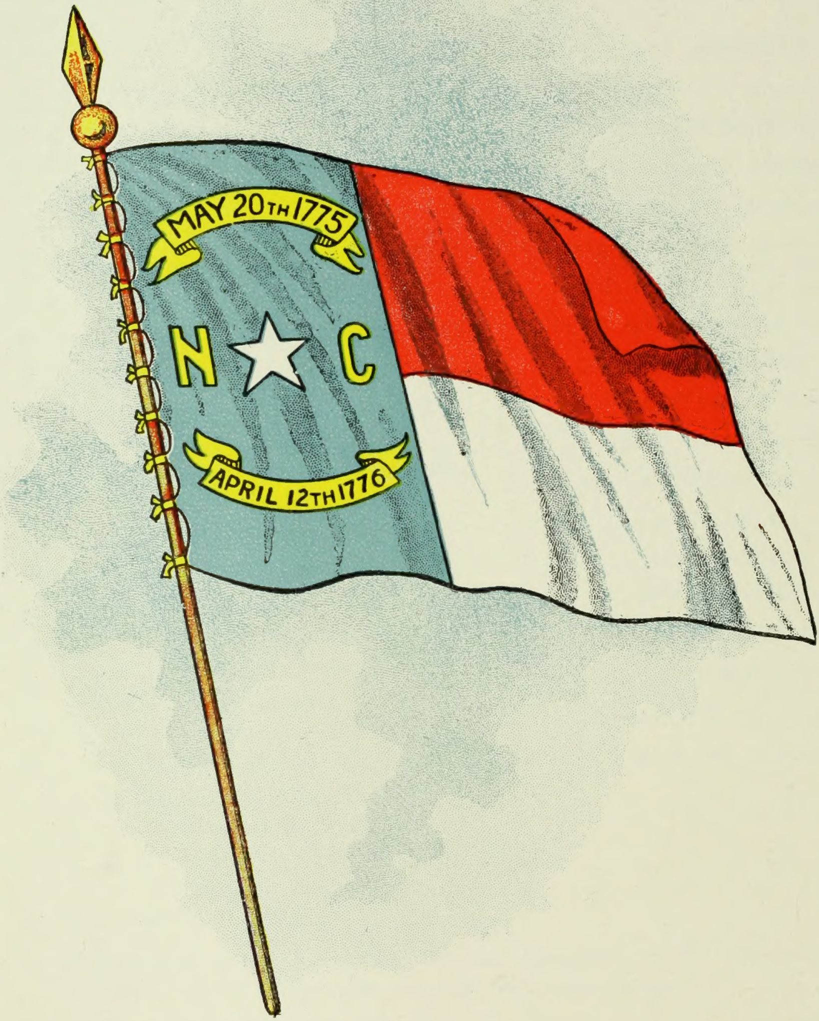
* Carolina Our Pride will be found in the new State Course of Study in Americanism.

†North Carolina Flags may be secured from Alfred Williams & Company, Raleigh, N. C., as follows: 18 in., $.15; 24 in., $.25; 3 ft. x 5 ft., $5.00; 4 ft. x 6 ft., $7.50.

CONTENTS

PAGE

North Carolina Day 2
O Queenly State! 2
Letter from State Superintendent Allen 3
Suggested Program of Exercises 4
The North Carolina State Flag 7
The Great Seal of the State of North Carolina 11
State Motto and Its Origin 14
Some North Carolina Patriots—"Makers of the Flag" 15
The Old North State 16
Robert Lester Blackwell 18
Thomas Walter Bickett 18
Charles Brantley Aycock 20
Ho! for Carolina 23
On Hatteras Bar 26
The Light'ood Fire 26
Away Down Home 27
Home Songs 28
Respect for the Flag 29
Makers of the Flag 29


MAY 20TH 1775
N
C
APRIL 12TH 1776

THE NORTH CAROLINA STATE FLAG*

A Reading

In this country we have a national flag which stands as the emblem of our strength and unity as a nation, a living representation of our national spirit and honor. In addition to our national flag, each of the different States in the Union has a "State flag" symbolic of its own individuality and domestic ideals. Every State in the American Union has a flag of some kind, each expressive of some particular trait, or commemorative of some historical event, of the people over which it floats. The flags of most of the States, however, consist of the coat of arms of that State upon some suitably colored field. It is said that the first State flag of North Carolina was built on this model, but so far as we can learn from the records, the first legislation on this subject establishing and recognizing a "State flag" was in the year 1861.

The constitutional convention of 1861, which declared for secession from the Union, adopted what it termed a State flag. This existed until 1885. On May 20, 1861, the Convention adopted the resolution of secession which declared the State out of the Union. On that same day Col. John D. Whitford, a member of the Convention from Craven County, introduced the following ordinance, which was passed and referred to a select committee of seven:

"Be it ordained that the flag of this State shall be a blue field with a white V thereon, and a star, incircling which shall be the words 'Surgit astrum, May 20th, 1775'."

Colonel Whitford was made chairman of the committee to which this ordinance was referred. The committee secured the aid and advice of William Jarl Brown, an artist of Raleigh. Brown prepared and submitted a model to this committee. And this model was adopted by the convention on the 22d day of June, 1861. It will be observed that the Brown model, to be hereafter explained, was vastly different from the one originally proposed by Colonel Whitford. Here is the ordinance as it appears on the Journals of the Convention:

AN ORDINANCE IN RELATION TO A STATE FLAG

Be it ordained by this Convention, and it is hereby ordained by the authority of the same, That the Flag of North Carolina shall consist of a red field with a white star in center, and with the inscription, above the star, in a semi-circular form, of "May 20th, 1775," and below the star, in a semi-circular form, of "May 20th, 1861." That there shall be two bars of equal width, and the length of the field shall be equal to the bar, the width of the field being equal to both bars; the first bar shall be blue, and the second shall be white; and the length of the flag shall be one-third more than its width. (Ratified the 22d day of June, 1861.)

This State Flag, adopted in 1861, is said to have been issued to the first ten regiments of State troops during the summer of that year and was borne by them throughout the war, being the only flag, except the National and Confederate colors, used by the North Carolina troops during the Civil War. This flag existed until 1885, when the Legislature of that year adopted a new model.

The bill, which was introduced by General Johnstone Jones on the 5th of February, 1885, passed its final reading one month later after little or no debate. This act reads as follows:

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* Abridged from "The North Carolina State Flag"; Publications of the North Carolina Historical Commission Bulletin No 14.

AN ACT TO ESTABLISH A STATE FLAG

The General Assembly of North Carolina do enact:

Section 1. That the flag of North Carolina shall consist of a blue union, containing in the center thereof a white star with the letter N in gilt on the left and the letter C in gilt on the right of said star, the circle containing the same to be one-third the width of the union.

Sec. 2. That the fly of the flag shall consist of two equally proportioned bars; the upper bar to be red, the lower bar to be white; that the length of the bars horizontally shall be equal to the perpendicular length of the union, and the total length of the flag shall be one-third more than its width.

Sec. 3. That above the star in the center of the union there shall be a gilt scroll in semi-circular form, containing in black letters this inscription: "May 20th, 1775," and that below the star there shall be a similar scroll containing in black letters the inscription: "April 12th, 1776."

In the General Assembly read three times and ratified this 9th day of March, A.D. 1885.

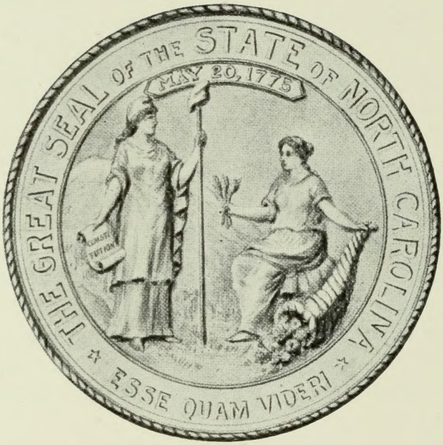
The dates found on the flag are of deep significance in the life of the State. The first date, "May 20th, 1775," refers to the Mecklenburg Declaration of Independence. The second date appearing on the State flag of 1861 is that of "May 20th, 1861." This date commemorated the secession of the State from the Union, but as the cause of the South was defeated this date no longer represented anything after the Civil War. So when the new flag was adopted in 1885, this date was removed and another, "April 12th, 1776," took its place. This date commemorates the adoption of the Halifax Resolutions—a document that places the Old North State in the very front rank, both in point of time and in spirit, among those that demanded unconditional freedom and absolute independence from foreign power. This document stands out as one of the great landmarks in the annals of North Carolina history.

There has been no change in our State flag since 1885. To promote loyalty and greater respect for the flag the Legislature of 1907 passed the following act:

That the Board of Trustees or managers of the several State institutions and public buildings shall provide a North Carolina flag, of such dimensions and material as they may deem best, and the same shall be displayed from a staff upon the top of each and every such building at all times except during inclement weather, and upon the death of any State officer or any prominent citizen the flag shall be put at half-mast until the burial of such person shall have taken place.

That the Board of County Commissioners of the several counties in this State shall likewise authorize the procuring of a North Carolina flag, to be displayed either on a staff upon the top, or draped behind the judges' stand, in each and every courthouse in the State, and that the State flag shall be displayed at each and every term of court held, and on such other public occasions as the Commissioners may deem proper.

The State flag together with the United States Flag should float from every schoolhouse in North Carolina, for the children and people of the State should know and love the emblem of that government to which they owe allegiance and from which they secure protection.


THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
MAY 20, 1775
CONSTITUTION
ESSE QUAM VIDERI

THE GREAT SEAL OF THE STATE OF NORTH CAROLINA*

A Reading

The Constitution of North Carolina, Article III, section 16, requires that

> There shall be a seal of the State which shall be kept by the Governor, and used by him as occasion may require, and shall be called "The Great Seal of the State of North Carolina." All grants and commissions shall be issued in the name and by the authority of the State of North Carolina, sealed with "The Great Seal of the State," signed by the Governor and countersigned by the Secretary of State.

The use of a Great Seal for the attestation of important documents began with the institution of government in North Carolina. There have been at various times nine different seals in use in the colony and State. The first seal was adopted by the Lords Proprietors of Carolina soon after receiving their charters from the Crown in 1665. This seal is to be seen in the Public Record Office in London. It is described as follows:

> The obverse side has a shield bearing on its face two cornucopias crossed, filled with products and having for supporters, on the sinister side, an Indian chief holding an arrow. On the dexter is an Indian squaw with a papoose by her side and one in her arms. These natives, I imagine, are supposed to be bringing tribute. The crest is a stag upon a wreath above a helmet from which there is a mantling. On the scroll below the shield is the motto, *Domitus Cultoribus Orbis.* Around the shield are the words MAGNUM SIGILLUM CAROLINÆ DOMINORUM. On the reverse side is a disc bearing a cross, around which are arranged the coats-of-arms of the Lords Proprietors in the following order: Clarendon, Albemarle, Craven, John Berkley, Cooper, Carteret, William Berkeley, and Colleton. The size of this seal is 3⅝ inches in diameter, and was made by placing together two wax cakes with tape between before being impressed, and was about ¼ inch thick. This seal was used on all the official papers of the Lords Proprietors for Carolina, embracing North and South Carolina.

About 1665 the government of Albemarle County was organized, and for a seal the reverse side of the seal of the Lords Proprietors was adopted. It bore the word A-L-B-E-M-A-R-L-E, beginning with the letter A between the names of Clarendon and Albemarle, L between the names of Albemarle and Craven, BE between the names of Craven, Lord John Berkeley, etc.

This was a small seal 1 7/16 inches in diameter, with one face only, and is now frequently to be found attached to colonial papers. It was first used for the government of the county of Albemarle, and then became the seal of the Province of North Carolina, being used until just after the purchase by the Crown.

In 1730, after the purchase of the colony by the Crown, the Lords of Trade proposed to the King a new seal "whereon Liberty is represented introducing Plenty to your Majesty with this motto, *Quæ sera tamen respexit,* and this inscription around the circumference, *Sigillum Province Nostræ Carolinæ, Septentrionalis.*" The background on which the King and these figures stand is a map of the coast of North Carolina, and in the offing is a ship. On the reverse of this seal are the Royal Arms, Crown, Garter, Supporters and Motto, with this inscription around the circumference, *Geor-*

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* Abridged from "The Great Seal of North Carolina," by J. Bryan Grimes; Publications of the North Carolina Historical Commission, Bulletin No. 5.

gius Secundus Dei Gratia Magnæ Britaniæ, Franciæ, et Hiberniæ, Rex, Fidei Defensor Brunsvici et Lunenbergi Dux, Sacri Romania Imperii Archi Thesaurarius, et Elector.

This seal was made by placing two cakes or layers of wax together, between which was the ribbon or tape with which the instrument was interlaced and by which the seal was appended. It was customary to put a piece of paper on the outside of these cakes before they were impressed. The seal complete was 4⅜ inches in diameter and from ½ to ⅝ inch thick and weighed about 5½ ounces.

In 1767 Governor Tryon received from the King a new Great Seal for the Province. The new seal was engraved on the one side with the Royal Arms, Garter, Crown, Supporters and Motto, and this inscription around the circumference "*Georgius III D: G: Mag, Bri. Fr. et Hib. Rex, F. D. Brun, et Lun, Dux, S. R. I. or Thes. et El.*" On the other side are figures of the King and Liberty who is introducing plenty to the King with this motto, *Quæ Sera Tamen Respexit.* Around the circumference is the following legend: *Sigillium Provincæ Nostræ Carolinæ, Septentrionalis.* This seal was 4 inches in diameter, ½ to ⅝ inches thick, and weighed 4½ ounces.

Sometimes a smaller seal that the Great Seal was used, as commissions and grants are often found with a small heart-shaped seal impressed with a crown. Also a seal was occasionally used about three inches long and two inches wide and a half an inch thick, in the shape of an ellipse. These impressions were evidently made by putting the wax far enough under the edge of the Great Seal to take the impression of the crown. The royal governors also sometimes used their private seals.

When the government of the independent State of North Carolina was organized, the Constitution adopted at Halifax, December 18, 1776, provided, Section XVII, "That there shall be a seal of this State, which shall be kept by the Governor, and used by him as occasion may require; and shall be called the Great Seal of the State of North Carolina and be affixed to all grants and commissions."

The Convention of 1868 changed the section of the Constitution, with reference to the seal, to read as it now stands.

The Assembly of 1778 appointed William Tisdale to cut and engrave the first State seal, under the direction of the Governor. This seal was used until 1794. Its actual size was three inches in diameter and ¼ inch thick. It was made by putting two cakes of wax together with paper wafers on the outside and pressed between the dies forming the obverse and reverse sides of this seal.

The seal of 1778 is described as follows.

On one side is the figure of Minerva or Liberty holding in the right hand the pole with cap and in the left hand with arm extended is held a large scroll on which appears in large capital letters the word "Constitution." Under the figure the words, IN LEGIBUS SALUS. Around the circumference are the words, THE GREAT SEAL OF THE STATE OF NORTH CAROLINA. On the other side of the shield is the figure of a woman, probably Plenty. The right arm is folded across her breast and in her right hand inclining toward her left shoulder is held a distaff. In the left hand with arm extended is held an ear of corn. In the distance beyond a tree browses a cow. Under these figures appear the word and letters "INDEPENDENCE—MDCCLXXVI." Around the circumference appear the words O. FORTUNATOS, NIMIUM, SUA. SI. BONA. NORINT, COLONOS.

In December, 1781, the General Assembly authorized the Governor to procure a seal that should "be prepared with one side only, and calculated to make the impression on the face of such grant, commission, record, or other public act," etc. An artist in Philadelphia submitted a sketch to the Governor as follows: Minerva is represented in the act of introducing Ceres with her horn of plenty to Liberty, who is seated on a pedestal holding in her right hand a book on which is inscribed the word "Constitution." In the background are introduced a pyramid, denoting strength and durability, and a pine tree which relates immediately to the products of the State.

This sketch, omitting Minerva and with some minor changes, was accepted by Governor Spaight. The new seal was very much like the present one. It has two figures, Liberty and Plenty. Liberty is seated on a pedestal with her pole in her right hand, and her cap on the pole; in her left hand is a scroll with the word "Constitution" upon it. Plenty is standing to the left and front of Liberty; around her head is a circlet of flowers; in her right hand, leaning against her shoulder, is her cornucopia, mouth upwards, overflowing with fruits and produce. In her left is an ear of corn. Around the circumference are the words THE GREAT SEAL OF THE STATE OF NORTH CAROLINA.

This seal was 2½ inches in diameter, slightly larger than the present one, and was used until about 1835.

In 1834 the Legislature authorized the Governor to procure a new seal. The preamble to the act states that the old seal had been in use since the first day of March, 1793. The seal adopted in 1835, which was used until 1883, was very similar to its predecessor. On it Liberty and Plenty faced each other. Liberty was standing, her pole with cap on it in her left hand, and a scroll with the word "constitution" inscribed thereon in her right hand. Plenty is sitting down, her right arm half extended towards Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of her horn rolling out. Around the circumference were the words THE GREAT SEAL OF THE STATE OF NORTH CAROLINA. This seal was 2¼ inches in diameter.

In 1883 an act was passed relative to the seal, which was incorporated in the Code as Section 3329. The seal therein provided for is described as follows:

> The Great Seal of the State of North Carolina shall be two and one-quarter inches in diameter, and its design shall be a representation of the figures of Liberty and Plenty, looking toward each other, but not more than half fronting each other, and otherwise disposed as follows: Liberty, the first figure, standing, her pole with cap on it in her left hand and a scroll with the word "Constitution" inscribed thereon in her right hand. Plenty, the second figure, sitting down, her right arm half extended towards Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of the horn rolling out.

In 1893 an act, introduced by Jacob Battle, added at the foot of the coat of arms of the State as a part thereof the motto "Esse Quam Videri," and required that the words, "May 20, 1775," be inscribed at the top of the coat of arms.

The present Great Seal of the State of North Carolina is described as follows:

The Great Seal of the State of North Carolina is two and one-quarter inches in diameter, and its design is a representation of the figures of Liberty and Plenty, looking towards each other, but not more than half fronting each other, and otherwise disposed as follows: Liberty, the first figure standing, her pole with cap on it in her left hand and a scroll with the word "Constitution" inscribed thereon in her right hand. Plenty, the second figure, sitting down, her right arm half extended toward Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of her horn rolling out. In the exergue is inserted the words May 20, 1775, above the coat of arms. Around the circumference is the legend, "The Great Seal of the State of North Carolina," and the motto, "Esse Quam Videri."

STATE MOTTO AND ITS ORIGIN*

A Reading

The General Assembly of 1893 adopted the words "Esse Quam Videri" as the State's motto and directed that these words with the date, "20 May, 1775" should be placed with our coat of arms upon the Great Seal of the State.

The words "Esse Quam Videri" mean "to be rather than to seem." Nearly every state had adopted a motto, generally in Latin.

Curiosity has been aroused to learn the origin of our State motto. It is found in Cicero in his essay on Friendship (Cicero de Amicitia, chap. 26). He says, "Virtute enim ipsa non tam multi prediti esse quam videri," i. e., "Virtue is a quality which not so many desire to possess as desire to seem to possess," or, translated literally, "For indeed not so many wish *to be* endowed with virtue *as* wish *to seem to be*."

The phrase is a striking one, and Cicero's version of it has been caught up and often used as a motto. No less than three houses of British nobility have adopted it, to wit: the Earl of Winterton, Earl Brownlow and Lord Lurgan.

It has been adopted by many associations, especially literary societies. In this State it is the motto of Wilson Collegiate Institute and, with some modifications, of one of the societies at Wake Forest College.

The figures on our State Coat of Arms are Liberty and Plenty. It has been objected that the motto has no reference or application to the figures on the coat of arms. It is very rarely that such is the case. The national motto, "E Pluribus Unum," has no reference to the Eagle and Shield and the Thunderbolts on the national coal of arms. Nor has the "Excelsior" of New York, the "Dirigo" of Maine, the "Qui Transtulet, Sustinet" of Connecticut any application to the figures above them. Indeed, Virginia's "Sic Semper Tyrannis" is one of the very few instances in which the motto bears such reference. But, is our motto so entirely without reference to the coat of arms as is usually the case? The figures are, as just stated, Liberty and Plenty. Is it not appropriate to say we prefer to be free and prosperous than seem to be so?

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* Adopted from an article by Chief Justice Walter Clark in the North Carolina Booklet, Vol. IX, No. 3.

It is a little singular that until the act of 1893 the sovereign State of North Carolina had no motto since its declaration of independence. It was the only one of the original thirteen states without one.

It may be mentioned, to prevent any misunderstanding as to the scope of the act of 1893, that it does not apply to county seals. Each county is authorized to adopt its own seal. Many counties now have on their county seals the appropriate phrase, "Leges Jaraque Vindicamus." Some have adopted the State motto. But this is a matter left to the discretion of the county commissioners in each county.

NOTE: The bill which was passed in 1893 to adopt our State motto was introduced by Senator Jacob Battle, of Nash, afterwards Judge of the Superior Court. There is a letter from him in which he states that the motto was selected by Judge—since Chief Justice—Walter Clark, who also drew the bill and requested him to present it.

SOME NORTH CAROLINA PATRIOTS—"MAKERS OF THE STATE FLAG"

NOTE. It is suggested that the pupils in the grammar school and high school prepare compositions on the life and work of the men listed below. The best of these compositions should be read at the celebration of North Carolina Day. In *Hill's* "Young People's History of North Carolina" and *Connor's* "Makers of North Carolina History" abundant material will be found. The page references in these books are given below. Material on the life of Blackwell, Aycock and Bickett is given in this bulletin.

(1) Patriots in War:

CORNELIUS HARNETT	*Connor*, pages 112-113 *Hill*, pages 160-161
JAMES JOHNSTON PETTIGREW	*Connor*, pages 247-252 *Hill*, pages 304-305; 307-310
ROBERT LESTER BLACKWELL	page 18 *of this bulletin*

(2) Patriots in Government:

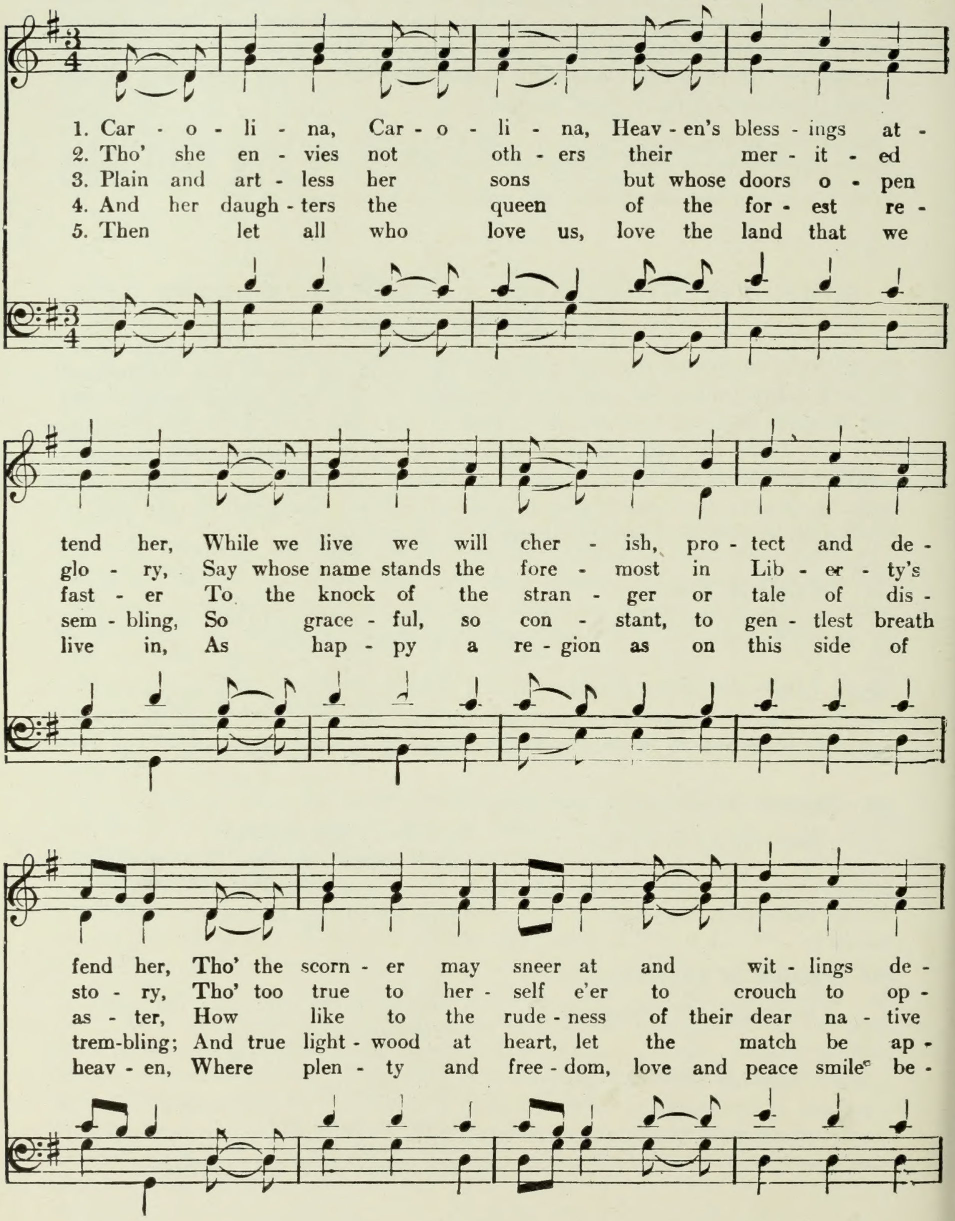
ZEBULON BAIRD VANCE	*Connor*, pages 220-240 *Hill*, pages 276; 284; 294; 303; 340; 360; 362; 369
THOMAS W. BICKETT	page 18 *of this bulletin*

(3) Patriots in Education:

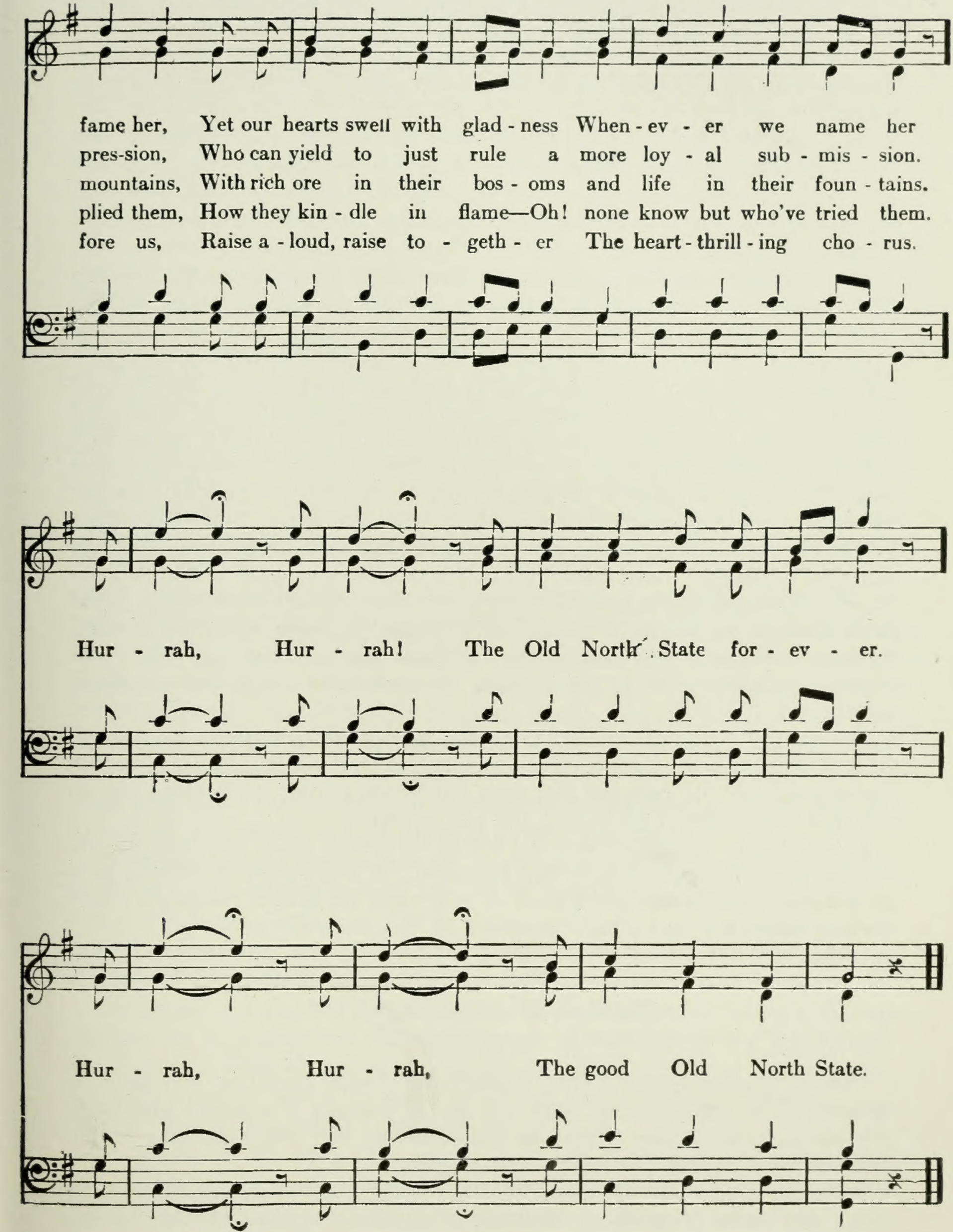
ARCHIBALD D. MURPHEY	*Connor*, pages 139; 142; 194; 210 *Hill*, pages 246; 375
CALVIN H. WILEY	*Connor*, pages 210-220 *Hill*, page 377
CHARLES B. AYCOCK	*Connor*, page 290 *Hill*, page 274 Also page 20 *of this bulletin*

THE OLD NORTH STATE

William Gaston
Harmonized by Francis X. Hale


1. Car - o - li - na, Car - o - li - na, Heav - en's bless - ings at -
2. Tho' she en - vies not oth - ers their mer - it - ed
3. Plain and art - less her sons but whose doors o - pen
4. And her daugh - ters the queen of the for - est re -
5. Then let all who love us, love the land that we
tend her, While we live we will cher - ish, pro - tect and de -
glo - ry, Say whose name stands the fore - most in Lib - er - ty's
fast - er To the knock of the stran - ger or tale of dis -
sem - bling, So grace - ful, so con - stant, to gen - tlest breath
live in, As hap - py a re - gion as on this side of
fend her, Tho' the scorn - er may sneer at and wit - lings de -
sto - ry, Tho' too true to her - self e'er to crouch to op -
as - ter, How like to the rude - ness of their dear na - tive
trem-bling; And true light - wood at heart, let the match be ap -
heav - en, Where plen - ty and free - dom, love and peace smile be -

THE OLD NORTH STATE


fame her, Yet our hearts swell with glad - ness When - ev - er we name her
pres-sion, Who can yield to just rule a more loy - al sub - mis - sion.
mountains, With rich ore in their bos - oms and life in their foun - tains.
plied them, How they kin - dle in flame—Oh! none know but who've tried them.
fore us, Raise a - loud, raise to - geth - er The heart - thrill - ing cho - rus.
Hur - rah, Hur - rah! The Old North State for - ev - er.
Hur - rah, Hur - rah, The good Old North State.

ROBERT LESTER BLACKWELL*

A Reading

Of the 82,000 North Carolinians who went into the army and navy, in the World War, some died gloriously on the field of battle; some died from horrible wounds; some died of disease. Others went through the same dangers without a scratch. Others never went to France at all, but served here at home.

Why was this so? The answer is—the fortunes of war. When a man joins the army of his country he lays aside for the time his own will and interests. It is not what he wants, but what his superiors think best that he does. This is true from the humblest private to the commanding general of all the armies.

The watchword of the army is service. Service means to obey orders. That is what every soldier is trained to do. He is trained to fear neither death nor suffering. He is trained to fear only failure to do his duty.

An example of the greatest service is Robert Lester Blackwell.

Robert Lester Blackwell was a farmer boy. He was born in Hurdle Mills in Person County, North Carolina. When the war broke out he joined the 119th Infantry and went abroad to fight. He served with honor in Belgium and on the Hindenburg Line at Bellicourt. On October 11, 1918, in a great battle before St. Souplet in France, he and a few of his comrades were cut off from their regiment by the German artillery fire. They knew that unless some one carried a message back to the regiment all of them would be captured or killed. They knew also that any man who tried to get through the German fire would probably be killed. The commanding officer asked for volunteers to carry the message. Without hesitation Blackwell stepped forward. He took the message and plunged into the hail of shells that churned up every foot of the ground. A shell struck him and the brave soldier fell dead.

In memory of this brave deed Congress gave to Blackwell's father a beautiful medal of honor, the highest honor our country can bestow on a soldier. Throughout all the country was read the order citing his bravery for an act that was "above and beyond the call of duty."

Robert Lester Blackwell was not trying to win a name for himself. He was trying to save the lives of his comrades. It was an act of service, such as has been described by the Master of men when He said, "Greater love hath no man than this, that a man lay down his life for his friends."

THOMAS WALTER BICKETT†

A Reading

Thomas Walter Bickett, War Governor of North Carolina, was born in Monroe, N. C., February 28, 1869, the son of Thomas Winchester and Mary Covington Bickett, from whom he inherited the wit and sentiment of the Irish and the sturdy stability of the English.

He spent four years at Wake Forest, receiving the A.B. degree in 1890. After two years of teaching in Winston-Salem, he entered the law school of the University of North Carolina and in February, 1893, received his license to practice law. Two years later, he settled in Louisburg and in 1898 married Miss Fannie Yarborough, daughter of Col. William H. Yarborough. Of their three children, one, William Yarborough Bickett, survives.

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* Armistice Day. Bulletin No. 28, State Superintendent of Public Instruction.

† Introduction; Letters and Papers of Governor T. W. Bickett.

Serving his first public office as a representative from Franklin County in the General Assembly of 1907, he introduced and piloted to passage a bill appropriating a half million dollars for the care of the insane. It was the largest appropriation made by North Carolina for such a cause up to that time and was the beginning of an increasing interest on the part of the State in behalf of its defectives.

The Democratic State Convention, meeting in Charlotte, nominated him for Attorney General in 1907 after his brilliant speech offering Col. Ashley Horne, of Clayton, for the gubernatorial nomination. During his eight years in this office, he won all the five cases for the State in the United States Supreme Court and made sure his elevation to the Governorship.

He was nominated for Governor in the first Statewide Primary in 1916 and in 1917 was inaugurated. The World War, though it shattered many of his plans for domestic reform, gave opportunity for new tasks of leadership which brought to him and the State unqualified commendation and praise.

At the close of his term he gave this estimate of his administration:

> Lest we forget, I write it down in this last chapter and certify to all the generations that the one stupendous, immortal thing connected with this administration is the part North Carolina played in the World War.

Yet, the record of two regular sessions and a special session of the General Assembly show forty measures enacted into law out of forty-eight he recommended. They embrace provisions for six-months school and increased salaries for teachers; for broader agricultural education and a richer rural life; for expansion of public health and the creation of a public welfare system; for more liberal support of all State institutions; for a humane prison administration; for the foundation of an elaborate chain of State highways; for tax reforms including revaluation, the income tax, and a start on the segregation of State and local taxation.

Extending beyond the limitations of his office, his moral influence turned consistently toward improving the lot of the tenant farmer, encouraging home ownership, increasing the advantages of life and education for the negro, establishing morally fair and economically sound relations between capital and labor, and setting patriotism ablaze from the mountains to the sea.

Recognized and honored at home and abroad as a thinker whose judgment was worthy to be followed and as a speaker of excelling ability, his opinion and presence were sought by the press and organizations of many states. His statements on public issues were quoted widely and his addresses comprise a distinct contribution to Southern Oratory.

On December 27, 1921, less than a year after he had returned to the practice of law in Raleigh, he was stricken with apoplexy and died the following morning. He was buried in Louisburg.

HE SERVED HIS DAY AND GENERATION ACCORDING TO GOD'S WILL AND FELL ON SLEEP.

CHARLES BRANTLEY AYCOCK

A Reading

HIS EDUCATION

Charles Brantley Aycock, was born in Wayne County near the present town of Fremont (then called Nahunta), November 1, 1859. His father, Benjamin Aycock, was esteemed for his honesty, his fine common sense and practical wisdom, and for his great strength of character. His mother, Lerena Hooks, possessed intellectual gifts and executive power of a rare nature. It was her desire to see her children educated, and during the Civil War period and afterward, it was her custom to gather her children around her for an hour or two of study, after which she required them to recite their lessons to her.

The first school he attended was at Nahunta, where the people of the community, by uniting their small means, had employed a teacher. Here Charles Aycock, under the care of his six older brothers, first entered school. "It was a fine sight," says one who frequently witnessed it, "to see these seven fine fellows on their way from the farm to the school. Charles was then about eight years of age, it was no unusual sight to see Frank, the oldest, trotting down the dusty road with Charles, the youngest, on his big broad shoulders.

From Nahunta to Wilson, and then to Kinston, the ambitious lad pursued his search for an education. At Wilson he entered the Wilson Collegiate Institute. He was particularly good in Latin and Grammar and English. There was no boy in the school who could match him in these studies.

Declamation and debating formed an important part of the school work, and in these young Aycock excelled. His earnestness, sincerity, and directness in debate compelled attention. The teachers and children of other schoolrooms would throng the hall to hear him.

At Kinston, young Aycock had the good fortune to come under the influence of a masterful teacher, Rev. Joseph H. Foy, who quickly recognized his pupil's superior abilities, and took great pride in directing their development. Under Mr. Foy his preparation for college was completed. The Aycock family all recognized that he was no ordinary boy, and determined that every sacrifice should be made to send him to the State University and to educate him for the bar.

Aycock entered the University of North Carolina in the fall of 1877. His appearance made a distinct impression upon his fellow-students, and many of them "recall vividly" the strong, sturdy-looking country boy, upon his entrance into college. He had a good mind and was a hard student, and did well in all of his studies except mathematics. He joined the Philanthropic Literary Society and soon became known as the best debater in the University. Aycock won many honors in the University. In his last year he won the William Bingham Essayist Medal, given for the best essay by any member of the Senior class, and at Commencement when he graduated he won the Willie P. Mangum Medal, given for the best oration by any member of the Senior Class.

AYCOCK A PRIVATE CITIZEN

After graduating, young Aycock studied law at the University, and after securing his license he made his home in Goldsboro, where he settled down to practice his profession. He had a hard time of it at first but he worked hard and made his way to the top.

The State at that time was just beginning to rebuild its public school system, and the young lawyer, who fully realized the need of better educational facilities, gave his county his full support. As a result, in 1881-82 he was selected as the first County Superintendent of Schools for his native county. Goldsboro was also aroused on the subject of education, and in 1882 it established the first graded school in the State. Aycock was made a member of the board of trustees, and for several years he served his community in this capacity.

His reputation as a public speaker soon extended all over the State, and he received invitations to speak in every county. He always treated his opponents fairly and courteously, and refused to take any unfair advantage of them.

In 1900 the great question before the people was whether they should adopt an amendment to the Constitution which would make it necessary for a man to be able to read and write before he could vote. If this amendment should be adopted the State would need a Governor who would make public education a live issue in the State and who would have the confidence of the citizens of the State. The people turned to Charles Brantley Aycock. He was chosen their leader and was nominated for Governor by acclamation.

Aycock made speeches on the amendment to the Constitution in nearly every county in the State. It is said that he traveled 6,000 miles, made 110 speeches, and addressed as many as 100,000 people. Aycock promised them if he was elected Governor he would do everything in his power to make the public schools better. Said he:

> If you vote for me, I want you to do so with the distinct understanding that I shall devote the four years of my official term to the upbuilding of the public schools of North Carolina. I shall endeavor for every child in the State to get an education.

The people believed what he said. They trusted him, and elected him Governor by the largest vote ever given to any man in the history of North Carolina. And on January 15, 1901, the day of his inauguration, the children of the Goldsboro Public Schools, were given a holiday and were permitted to attend the inauguration because the chairman of their board of trustees had now as Governor become the chairman of the board of trustees of the public schools of North Carolina.

THE EDUCATIONAL GOVERNOR

Governor Aycock had promised the people that, if elected, he would devote the whole four years of his term of office to the interests of the public schools.

"For my part, I declare to you," he said on the day of his inauguration, "it shall be my constant aim and effort during the four years that I shall endeavor to serve the people of the State to redeem this most solemn of all our pledges." He did all in his power to keep his promise.

Aycock had pledged the people that he would keep the public schools open for four months in each year. At the end of his term he was able to say:

> Today we can boast for the first time in the history of the State that we have redeemed our pledge, kept faith with the people, and made provision for all the children. If the child is blind, we have teachers ready to open his eyes. If he is deaf, he can be taught to speak. If he is friendless and poor, the schoolhouse door stands wide open to shed its genial warmth upon him.

LAST YEARS AND DEATH

When his term as Governor was ended, Aycock returned to Goldsboro to practice law. In 1909 he moved to Raleigh and continued to take deep interest in public questions, and especially in education. On April 4, 1912, he went to Birmingham, Alabama, to deliver an educational address before the teachers of that State. That night while speaking he said: "When I was Governor of North Carolina I made speeches all over the State. I canvassed the State for four years in behalf of the children right straight along. Sometimes on Sunday they asked me down to the church to talk, and I always talked about education . . . ."

He got no further. With "Education" as the last word that fell from his lips, he threw up his hands, reeled backward, and fell dead before the vast crowd that had just been cheering him.

His body was brought to Raleigh and placed in the State Capitol where thousands of people saw him for the last time. Never in the history of North Carolina was there greater sorrow for the death of any man.

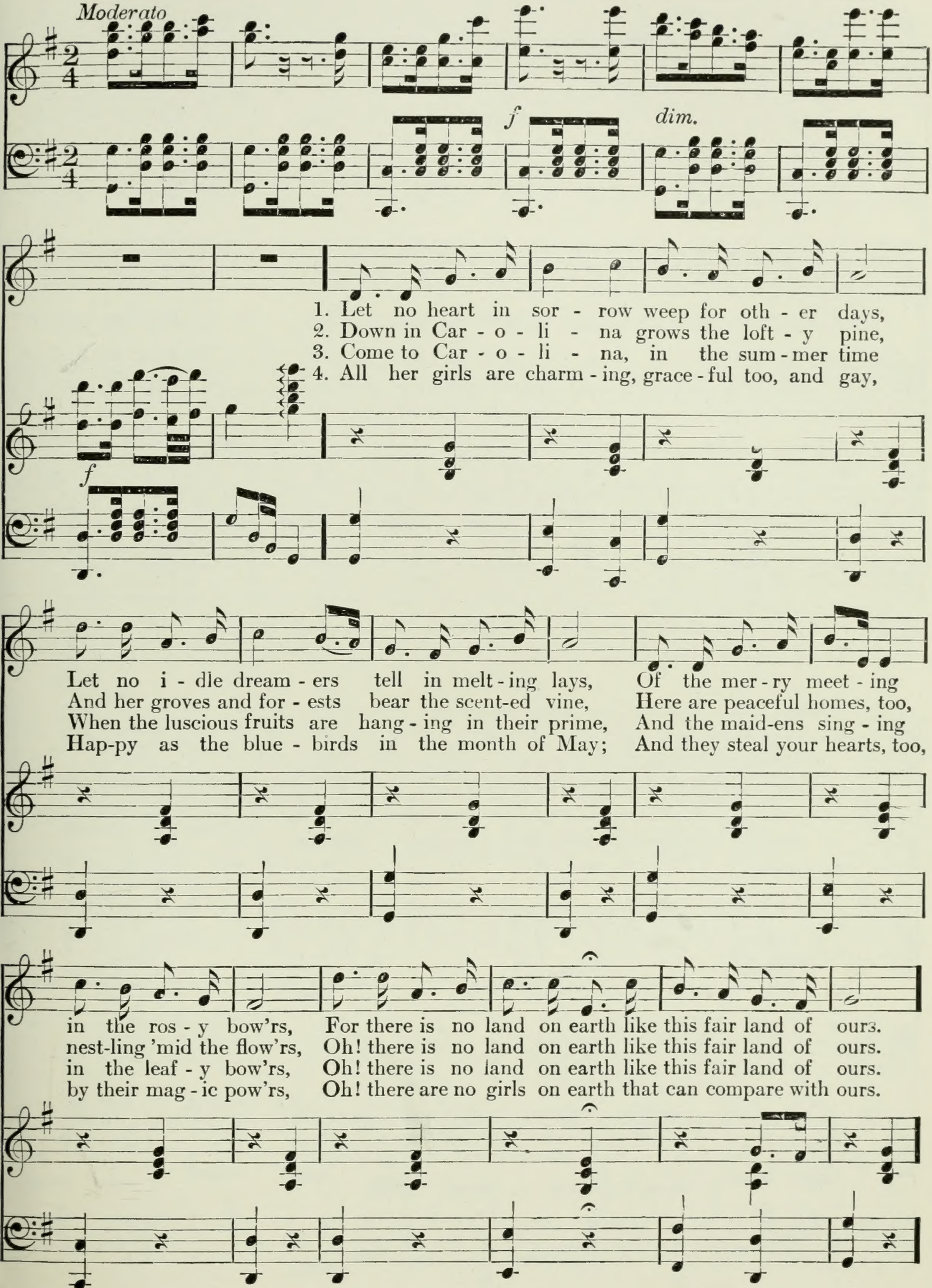
On the afternoon of Easter Sunday, in the presence of an immense throng of people, he was buried in Oakwood Cemetery in the City of Raleigh.

There now stands in Capitol Square, a statue of Governor Aycock, given to the State by the children and citizens who loved him.

HO! FOR CAROLINA

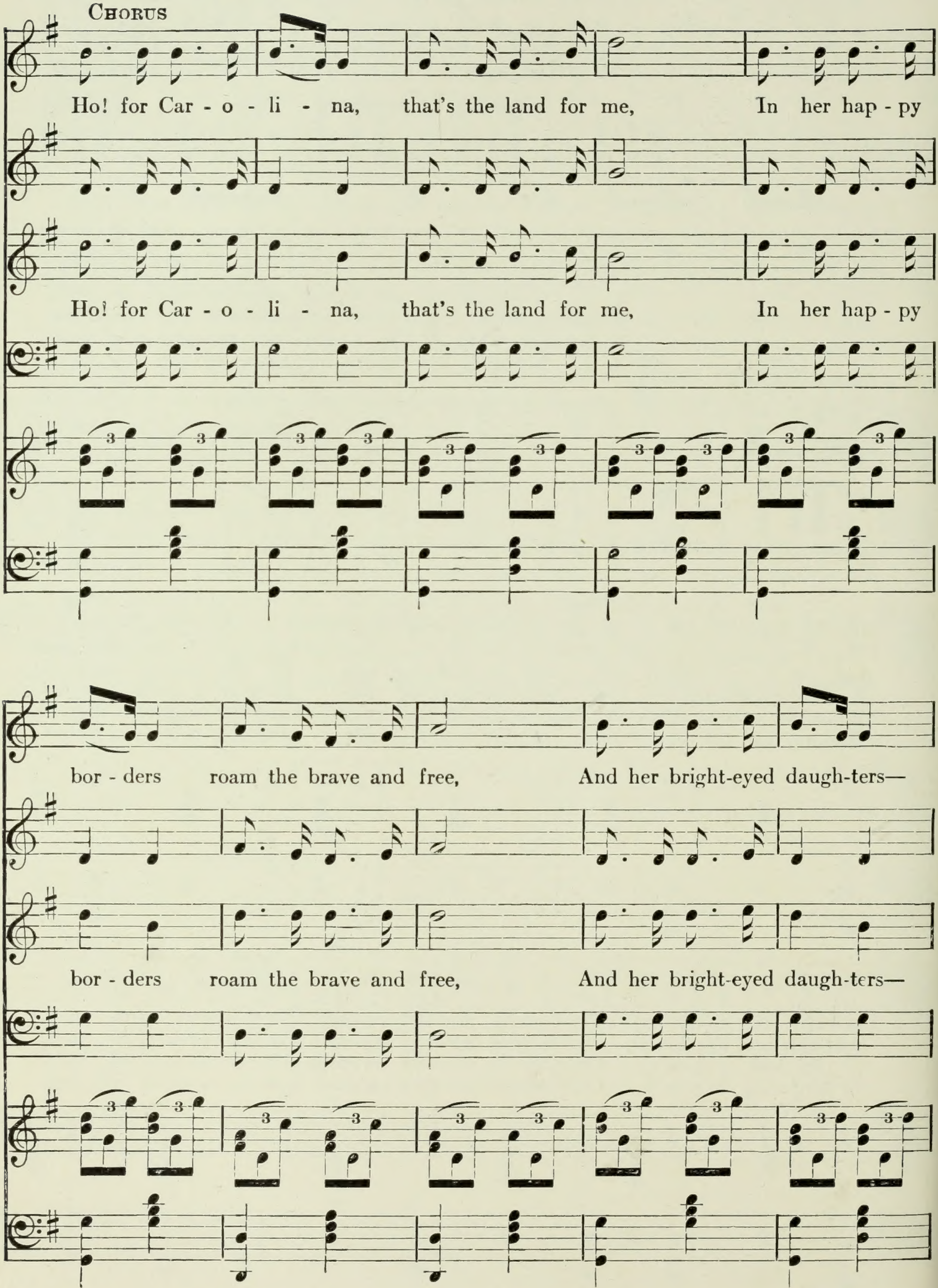
Dr. Wm. B. Harrell

Mrs. W.B. Harrell


Moderato
f
dim.
f
1. Let no heart in sor - row weep for oth - er days,
2. Down in Car - o - li - na grows the loft - y pine,
3. Come to Car - o - li - na, in the sum - mer time
4. All her girls are charm - ing, grace - ful too, and gay,
Let no i - dle dream - ers tell in melt - ing lays,
And her groves and for - ests bear the scent-ed vine,
When the luscious fruits are hang - ing in their prime,
Hap-py as the blue - birds in the month of May;
Of the mer - ry meet - ing
Here are peaceful homes, too,
And the maid-ens sing - ing
And they steal your hearts, too,
in the ros - y bow'rs,
nest-ling 'mid the flow'rs,
in the leaf - y bow'rs,
by their mag - ic pow'rs,
For there is no land on earth like this fair land of ours.
Oh! there is no land on earth like this fair land of ours.
Oh! there is no land on earth like this fair land of ours.
Oh! there are no girls on earth that can compare with ours.

From Jones's Songs of Season. Copyright, 1909, by Mary Best Jones. Published by American Book Company.

HO! FOR CAROLINA


Chorus
Ho! for Car - o - li - na, that's the land for me, In her hap - py
Ho! for Car - o - li - na, that's the land for me, In her hap - py
bor - ders roam the brave and free, And her bright-eyed daugh-ters—
bor - ders roam the brave and free, And her bright-eyed daugh-ters—
3

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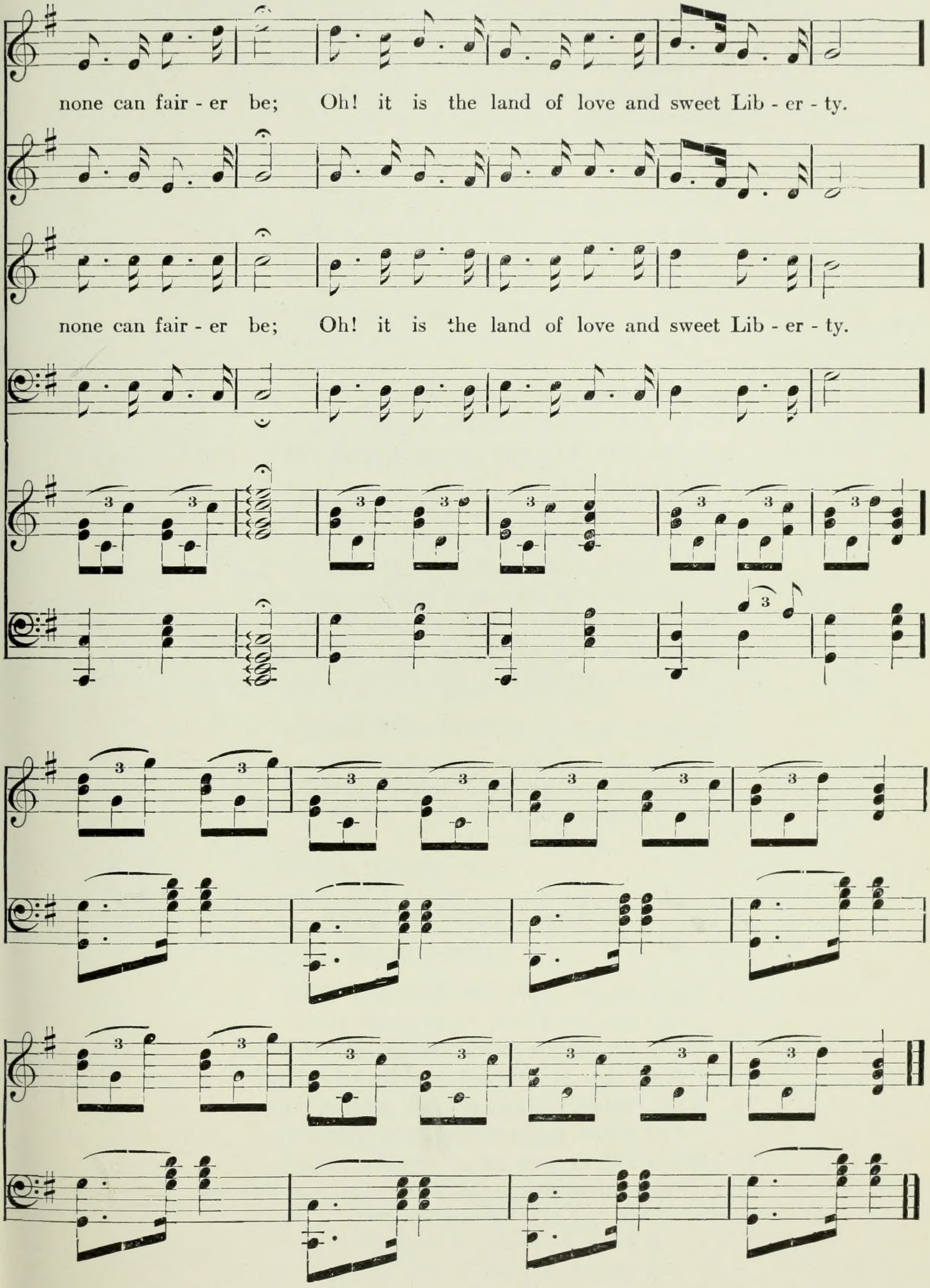
HO! FOR CAROLINA


none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.
none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.
3

From Jones's Songs of Season. Copyrignt, 1909, by Mary Best Jones. Published by American Book Company.

ON HATTERAS BAR

Henry Jerome Stockard

The night was wild, the breakers churned;
In heaven's vast shone not a star;
Alone the light, mist-haloed, burned
On Hatteras Bar.

From out the scabbard of the dark
There flashed a sudden blazing brand,
Which, grasped by some puissant hand
Was thrust against a shrinking bark
With so dire, deadly, damning might
'Twas broke to fragments dazzling white.

Then denser sunk the lurid air,
And cries blent with the surges' jar,
And, stabbed, the ship clung reeling there
On Hatteras Bar.

The ocean massed its ancient strength,
And hoarser raved the savage gale;
To shreds was rent each helpless sail;
The vessel trembled through its length;
It lurched, and ghost-like, through the gloom
Shivered, vanished to its doom.

The souls that in the sad winds moan,
Where lay at morn that shattered spar!—
That sob where plangent seas intone
On Hatteras Bar.

THE LIGHT'OOD FIRE

John Henry Boner

When wintry days are dark and drear
And all the forest ways grow still,
When gray snow-laden clouds appear
Along the bleak horizon hill,
When cattle all are snugly penned
And sheep go huddling close together,
When steady streams of smoke ascend
From farm-house chimneys—in such weather
Give me old Carolina's own,
A great log-house, a great hearthstone,
A cheering pipe of cob or briar
And a red, leaping light'ood fire.

When dreary day draws to a close
  And all the silent land is dark,
When Boreas down the chimney blows
  And sparks fly from the crackling bark,
When limbs are bent with snow or sleet
  And owls hoot from the hollow tree,
With hounds asleep about your feet,
  Then is the time for reverie.
    Give me old Carolina's own,
    A hospitable wide hearthstone,
    A cheering pipe of cob or briar
    And a red, rousing light'ood fire.

AWAY DOWN HOME

John Charles McNeill

'T will not be long before they hear
  The bullbat on the hill,
And in the valley through the dusk
  The pastoral whippoorwill.
A few more friendly suns will call
  The bluets through the loam
And star the lanes with buttercups
      Away down home.

'Knee-deep!" from reedy places
  Will sing the river frogs.
The terrapins will sun themselves
  On all the jutting logs.
The angler's cautious oar will leave
  A trail of drifting foam
Along the shady currents
      Away down home.

The mocking-bird will feel again
  The glory of his wings,
And wanton through the balmy air
  And sunshine while he sings,
With a new cadence in his call,
  The glint-wing'd crow will roam
From field to newly-furrowed field
      Away down home.

When dogwood blossoms mingle
With the maple's modest red,
And sweet arbutus wakes at last
From out her winter's bed,
'T would not seem strange at all to meet
A dryad or a gnome,
Or Pan or Psyche in the woods
Away down home.

Then come with me, thou weary heart!
Forget thy brooding ills,
Since God has come to walk among
His valleys and his hills!
The mart will never miss thee,
Nor the scholar's dusty tome,
And the Mother waits to bless thee,
Away down home.

HOME SONGS

John Charles McNeill

The little loves and sorrows are my song:
The leafy lanes and birthsteads of my sires,
Where memory broods by winter's evening fires
O'er oft-told joys, and ghosts of ancient wrong;
The little cares and carols that belong
To home-hearts, and old rustic lutes and lyres,
And spreading acres, where calm-eyed desires
Wake with the dawn, unfevered, fair and strong.

If words of mine might lull the bairn to sleep,
And tell the meaning in a mother's eyes;
Might counsel love, and teach their eyes to weep
Who, o'er their dead, question unanswering skies
More worth than legions in the dust of strife,
Time, looking back at last, should count my life.

RESPECT FOR THE FLAG*

A Reading

The National flag and the State flag should be displayed at every school and proper respect should be paid both flags by the children and grown people throughout our land. The following are important rules of courtesy to be paid to the National flag:

1. When the flag is passing in parade or in review, the spectator if sitting, should rise, and, if walking, should halt. When the flag passes, the boy or man should remove his hat.
2. When the flag is being raised it should fly free, and it should always fly from the top of the masthead, except when it is lowered in case of a death.
3. The flag should not be permitted to fly at night, except over the national Capitol, and in times of peace it is not displayed every day, except on schoolhouses and government buildings.
4. When the flag is used as a decoration it should not be hung where it can be soiled easily nor should it be draped on chairs and benches for seating purposes. No emblem of any kind should be placed upon it and no one should use it for advertising purposes.
5. When the flag is lowered, it should never be permitted to touch the ground, and when it is worn too much for further use, it should either be put away carefully or burned. It should never be thrown out for people or animals to walk on.

MAKERS OF THE FLAG†

Declamation or Reading

Address delivered on Flag Day, 1914, before the employees of the Department of the Interior, Washington, D. C.

Franklin K. Lane

This morning, as I passed into the Land Office, the Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a Government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out of the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

---

* Additional courtesies and exercises are given in the new State Course of Study in Americanism.

†Peace and Patriotism, Smith Lothrop, Lee & Shepard Co.

I was about to pass on, when The Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working!"

Then came a great shout from The Flag:

"The work that we do is the making of the flag.

"I am not the flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always, I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday, and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

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of

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CONTENTS

PAGE
Classification of Colleges 12
Colleges 13
Colleges for Negroes 14
County Boards of Education 19
County Superintendents 19
County Treasurers 19
Denominational Colleges 13
Department of Public Instruction 4
Directors of Institutional Summer Schools 6
Jeans Industrial Supervising Teachers 34
North Carolina County Training Schools 16
North Carolina Teacher (State Teachers' Journal) 6
The North Carolina High School Journal 6
North Carolina Education Association 6
North Carolina Negro Teachers Association 8
Orphanages 18
Preparatory Schools and Principals 17
Private Schools for Negroes 18
Rural School Supervisors 34
Schools for the Delinquent and Deficient 15
State Board of Education 3
State Board for Vocational Education 5
State Charitable Institutions 15
State Schools for the Deficient and Delinquent 15
Superintendents of Special Charter Schools 9
Teacher Training Departments in High Schools 16

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THE NORTH CAROLINA TEACHER

(State Teachers' Journal)
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THE NORTH CAROLINA HIGH SCHOOL JOURNAL

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Cullowhee State Normal School .... Cullowhee, N. C.
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Soldiers' Home .... W. T. Mangum, Raleigh

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Martin	W. C. Chance	Parmele
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Sacred Heart Academy (Girls)	Sister Mary Bride, Belmont
Mars Hill College (Mixed) H. S	R. L. Moore, Mars Hill
The Collegiate Institute (Male)	G. F. McAlister, Mount Pleasant
Asheville School (Male)	George Jackson, Asheville
Pineland Schools for Girls, H. S	Rev. and Mrs. W. J. Jones, Salemburg
Mount Amoena Seminary (Girls)	Rev. J. H. C. Fisher, Mount Pleasant
Albemarle Normal and Industrial Institute (Girls)	Katie B. Pridgen, Albemarle
St. Genevieve's Academy (Girls)	Madame M. Monk, Asheville
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Liberty-Piedmont Institute (Mixed)	E. F. Mumford, Wallburg
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Glade Valley High School	E. B. Eldridge, Glade Valley
Jefferson School	G. B. Price, Jefferson
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Odd Fellows' Home	Charles H. Warren, Supt., Goldsboro
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Eleida Orphanage	Rev. L. B. Compton, Supt., Asheville
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*Wright's Refuge	Miss Alice Pirie, Durham
Orphan Home (Colored)	Henry P. Cheatham, Supt., Oxford
Grandfather Orphanage	Rev. J. W. Holcomb, Supt., Banner Elk
Freewill Baptist Home	C. G. Pope, Supt., Middlesex

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*Child-placing institutions.

PRIVATE SCHOOLS FOR NEGROES

Scotia Seminary	T. R. Lewis, Concord
Albion Academy	J. A. Savage, Franklinton
Christian College	J. A. Henderson, Franklinton
Immanuel Lutheran Academy and Theological Seminary	H. Nau, Greensboro
Henderson Institute	J. A. Cotton, Henderson
Peabody Academy	J. K. Hilyard, Troy
Rich Square Institute	W. S. Creecy, Rich Square
Kinston College	L. E. Rasbury, Kinston
Allen Home School	Miss Veda Stryker, Asheville
Mary Potter School	G. C. Shaw, Oxford
Lincoln Academy	W. E. Ricks, Kings Mountain
Laurinburg High and Industrial Institute	E. M. McDuffie, Laurinburg
Palmer Memorial Institute	Mrs. C. Hawkins Brown, Sedalia
Eastern N. C. Industrial Academy	William Sutton, New Bern
Burgaw Colored High School	C. F. Pope, Burgaw
Thompson Institute	W. H. Knuckles, Lumberton

COUNTY SUPERINTENDENTS; MEMBERS OF THE COUNTY BOARDS OF EDUCATION, WITH DATE OF EXPIRATION OF TERM OF EACH*; TREASURERS; SUPERINTENDENTS OF PUBLIC WELFARE.

ALAMANCE

Superintendent, A. H. King, Graham.
C. P. Albright, Chairman, Graham.
J. E. Sellars, Mebane, R. 3.
W. R. Sellars, Burlington.
J. J. Lambeth, Elon College.
E. J. Braxton, Snow Camp.
Mrs. Mary Purse, Treasurer, Graham.
Dr. P. H. Fleming, Superintendent Public Welfare, Burlington.

ALEXANDER

Superintendent, ..., Taylorsville.
'29 A. C. Payne, Chairman, Taylorsville.
'31 A. C. Deal, Taylorsville.
'27 B. F. Hines, Stony Point.
Merchants and Farmers Bank, Treasurer, Taylorsville.

ALLEGHANY

Superintendent, John M. Cheek, Sparta.
(Express office: Galax, Va., or Doughton, N. C.)
'29 M. A. Higgins, Chairman, Ennice.
'27 F. M. Osborne, Stratford.
'31 John Gambill, Independence, Va.
E. L. McMillan, Treasurer, Sparta.

ANSON

Superintendent, R. W. Allen, Wadesboro.
'29 P. J. Kiker, Chairman, Wadesboro.
'27 J. L. Little, Morven.
'31 John A. Boggan, Wadesboro, Route 1.
First National Bank, Treasurer, Wadesboro.
Miss Mary Robinson, Superintendent Public Welfare, Wadesboro.

ASHE

Superintendent, J. O. Goodman, Beaver Creek.
(Express office: West Jefferson.)
'31 J. W. Duncan, Chairman, Beaver Creek.
'31 J. E. Gentry, Nathan's Creek.
'31 F. M. Miller, Clifton.
J. W. Hampton, Treasurer, Lansing.
Miss Hobbs, School Nurse, Jefferson.

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* Terms of board members whose terms vary from the usual two-year term are indicated by the figures just preceeding the names.

AVERY

Superintendent, R. T. Teague, Newland.
(Send by Parcel Post.)
D. P. Bridges, Chairman, Newland.
M. C. Biggerstaff, Crossnore.
Jim W. Phillips, Ingalls.
Citizens Bank, Treasurer, Elk Park.

BEAUFORT

Superintendent, H. H. McLean, Washington.
'31 J. B. Sparrow, Chairman, Washington.
'29 T. R. Tyer, Bath.
'29 W. W. Hooker, Aurora.
'27 H. C. Bragaw, Washington.
'27 W. J. Justus, Belhaven.
E. R. Mixon, Treasurer, Washington.
Rev. H. B. Searight, Superintendent Public Welfare, Washington.

BERTIE

Superintendent, H. W. Early, Windsor.
M. B. Gilliam, Chairman, Windsor.
W. A. Taylor, Aulander.
R. A. Urquhart, Woodville.
Thomas A. Smithwick, Merry Hill.
D. R. Britton, Colerain.
J. C. Bell, Treasurer, Windsor.

BLADEN

Superintendent, W. W. Woodhouse, Elizabethtown.
'27 J. F. Council, Chairman, Council.
'31 N. A. Regan, Elizabethtown.
L. D. Melvin, Parkersburg.
W. A. Ferguson, Treasurer, Bladenboro.
Miss Adelia Kendrick, School Nurse, Elizabethtown.

BRUNSWICK

Superintendent, B. R. Page, Southport.
F. E. Galloway, Chairman, Bolivia.
R. T. Williams, Leland.
J. L. Stone, Shallotte.
R. F. Inman, Treasurer, Southport.
D. E. Robinson, Superintendent Public Welfare.
Miss Lou Holiday, School Nurse, Southport.

BUNCOMBE

Superintendent, W. C. Murphy, Asheville.
S. G. Bernard, Chairman, Asheville.
H. B. Williams, Weaverville.
J. T. Roberts, Asheville, R. 2.
G. D. Carter, West Asheville.
R. B. Williams, Treasurer, Fairview.
A. W. Rymer, Superintendent Public Welfare, Asheville.
Miss Maude Setzer, School Nurse, Asheville.

BURKE

Superintendent, R. L. Patton, Morganton.
J. E. Coulter, Chairman, Connelly Springs.
A. N. Dale, Morganton.
L. F. Brinkley, Glen Alpine.
W. E. McConnaughey, Morganton, R. 5.
J. P. Bumgarner, Morganton, R. 4.
First National Bank, Treasurer, Morganton.

CABARRUS

Superintendent, J. B. Robertson, Concord.
'31 W. R. Odell, Chairman, Concord.
'29 R. L. Hartsell, Bost Hill.
'27 G. G. Allen, Kannapolis.
Miss Margie McEachren, Treasurer, Concord.
J. H. Brown, Superintendent Public Welfare, Concord.
Miss Beulah Courtney, School Nurse, Concord.

CALDWELL

Superintendent, J. W. McIntosh, Lenoir.
W. J. Lenoir, Chairman, Lenoir.
'31 R. M. Smith, Granite Falls.
'29 Steele Greer, Patterson.
B. B. Hayes, Hudson.
'27 W. H. Livingston, Kings Creek.
John L. Sudderth, Treasurer, Lenoir.
Miss Florence E. Boyd, Superintendent Public Welfare, Lenoir.

CAMDEN

Superintendent, L. L. Stevens, Indiantown.
(Express office: Camden.)
T. B. Godfrey, Chairman, Camden.
J. W. Jones, South Mills.
Thomas Whaley, Shiloh.
The First and Citizens National Bank, Treasurer, Elizabeth City.

CARTERET

Superintendent, J. H. Workman, Beaufort.
'25 W. H. Taylor, Chairman, Beaufort.
'29 Chas. U. Webb, Morehead City.
'31 D. Mason, Atlantic.
Beaufort Bank and Trust Co., Treasurer, Beaufort.
Alvah Hamilton, Superintendent Public Welfare, Beaufort.

CASWELL

Superintendent, Robt. W. Isley, Yanceyville.
(Express office: Danville, Va.)
J. O. Fitzgerald, Chairman, Pelham.
W. L. Taylor, Semora.
W. A. Maynard, Altamahaw, R. 2.
J. M. Williams, Prospect Hill.
S. T. Fuqua, Corbett.
Alvis Lea Florence, Treasurer, Yanceyville.

CATAWBA

Superintendent, J. A. Capps, Newton.
George E. Bisaner, Chairman, Hickory.
W. G. Bandy, Maiden.
Oscar Sherrill, Catawba.
C. C. Huitt, Claremont.
Dr. Fred T. Foard, Hickory, R. 1.
J. Merton Killian, Treasurer, Newton.
Mrs. C. V. Price, Superintendent Public Welfare, Hickory.

CHATHAM

Superintendent, W. R. Thompson, Pittsboro.
'29 T. B. Bray, Chairman, Pittsboro.
'27 E. R. Hinton, Pittsboro.
'31 M. M. Bridges, Siler City.
'29 N. J. Wilson, Apex, R. 3.
'27 G. M. Womble, New Hill, R. 2.
G. W. Blair, Treasurer, Pittsboro.

CHEROKEE

Superintendent, A. L. Martin, Murphy.
J. F. Palmer, Chairman, Marble.
Mrs. W. B. Fisher, Andrews.
T. T. Johnson, Culberson, R. 2.
Cherokee Bank, Treasurer, Murphy.
Miss Elizabeth Smith, Superintendent Public Welfare, Murphy.

CHOWAN

Superintendent, R. H. Bachman, Edenton.
Thomas W. Elliott, Chairman, Edenton.
B. W. Evans, Edenton, R. F. D.
W. D. Welch, Hobbsville, R. F. D.
W. H. Ward, Treasurer, Edenton.

CLAY

Superintendent, Allen J. Bell, Hayesville.
(Express office: Murphy.)
John O. Smith, Chairman, Hayesville.
J. Arthur Penland, Hayesville.
H. M. Crawford, Hayesville.
Ed Kitchens, Treasurer, Hayesville.

CLEVELAND

Superintendent, J. C. Newton, Shelby.
A. P. Spoke, Chairman, Shelby.
W. A. Ridenhour, Kings Mountain.
J. T. S. Mauney, Shelby, R. 5.
J. L. Hord, Waco.
Hayne Patterson, Patterson Springs.
C. D. Forney, Lawndale.
Mrs. Mary E. Yarboro, Treasurer, Shelby.
J. B. Smith, Superintendent Public Welfare, Shelby.

COLUMBUS

Superintendent, J. H. McIver, Whiteville.
M. B. McAuley, Chairman, Acme.
J. L. Lewis, Tabor.
J. A. Powell, Wananish.
H. G. Avant, Whiteville.
Dr. C. F. Shelton, Chadbourn.
Bank of Columbus, Treasurer, Whiteville.
Mrs. Lee Loman, School Nurse, Whiteville.
Mrs. Inez Moody, School Nurse, Whiteville.

CRAVEN

Superintendent, R. S. Proctor, New Bern.
L. H. Cannon, Chairman, New Bern.
J. E. Wetherington, New Bern.
J. H. West, New Bern.
Citizens Bank and Trust Co., Treasurer, New Bern.
Mrs. John D. Whitford, Superintendent Public Welfare, New Bern.

CUMBERLAND

Superintendent, B. T. McBryde, Fayetteville.
'29 John W. Hall, Chairman, Autryville, R. 2.
'27 John S. Ray, Hope Mills.
'29 A. B. Yarboro, Godwin.
'31 H. S. Averitt, Fayetteville.
'27 Nathaniel McArthur, Fayetteville.
D. Gaster, Treasurer, Fayetteville.
John A. Martin, Superintendent Public Welfare, Fayetteville.
Mrs. A. C. Davis, School Nurse, Fayetteville.

CURRITUCK

Superintendent, Maud C. Newbury, Currituck.
(Express office: Snowden.)
W. H. Gallop, Chairman, Jarvisburg.
W. W. Jarvis, Moyock.
Henry Dozier, Currituck.
Bank of Currituck, Treasurer, Moyock.

DARE

Superintendent, E. W. Pearson, Manteo.
(Express office: Manteo, via Elizabeth City)
S. A. Griffin, Chairman, Manteo.
O. C. Fulcher, Buxton.
E. N. Baum, Kitty Hawk.
C. E. Payne, Stumpy Point.
A. C. Hassell, Treasurer, Manteo.

DAVIDSON

Superintendent, S. G. Hasty, Lexington.
J. C. Ripple, Chairman, Welcome.
C. W. Stokes, Newsome.
O. T. Davis, Linwood, R. 1.
Bank of Lexington, Treasurer, Lexington.
J. W. Dickens, Superintendent Public Welfare, Lexington.

DAVIE

Superintendent, E. P. Bradley, Mocksville.
'27 Peter W. Hairston, Chairman, Advance, R. 2.
'29 J. B. Johnston, Mocksville.
'31 I. P. Graham, Cooleemee.
S. C. Stonestreet, Treasurer, Mocksville.
Mrs. Queen Bess Kennen, Superintendent Public Welfare, Mocksville.

DUPLIN

Superintendent, B. C. Sisk, Kenansville.
'29 H. H. Carlton, Chairman, Warsaw.
'27 W. J. Grady, Pink Hill.
'31 D. Stokes Williams, Wallace.
D. S. Williamson, Treasurer, Kenansville.
Horace Stewart, Superintendent Public Welfare, Wallace.

DURHAM

Superintendent, L. H. Barbour, Durham.
J. D. Hamlin, Chairman, Durham.
H. G. Hedrick, Durham.
H. L. Umstead, Sr., Bahama.
J. B. Mason, Durham.
W. I. Cranford, Durham.
Simeon Bowling, Treasurer, Durham.
W. E. Stanley, Superintendent Public Welfare, Durham.
Miss Lonie Nelms, School Nurse.
Hulda Cox, School Nurse, Durham.

EDGECOMBE

Superintendent, R. E. Sentelle, Tarboro.
M. G. Mann, Chairman, Tarboro.
Rush Stancil, Conetoe.
H. L. Brake, Rocky Mount.
Farmers Banking and Trust Co., Treasurer, Tarboro.
Mrs. Sibyl Fields, Superintendent Public Welfare, Tarboro.
Miss Kate Edmondson, School Nurse, Tarboro.

FORSYTH

Superintendent, T. H. Cash, Winston-Salem.

John F. Griffith, Chairman, Winston-Salem.
P. Frank Hanes, Walkertown.
George Miller Hinshaw, Clemmons.

Farmers National Bank and Trust Co., Treasurer, Winston-Salem.
A. W. Cline, Superintendent Public Welfare, Winston-Salem.
Miss Mary Oliver, School Nurse.
Fannie Stalter, School Nurse, Winston-Salem.

FRANKLIN

Superintendent, Edward L. Best, Louisburg.

'31	A. F. Johnson, Chairman, Louisburg.
	John C. Winston, Franklinton, R. 2.
'29	W. A. Mullen, Bunn.
'29	J. H. Joyner, Louisburg.
'31	T. H. Dickens, Louisburg, R. 4.
'27	E. L. Green, Youngsville, R. 3.

First National Bank, Treasurer, Louisburg.
E. C. Perry, Superintendent Public Welfare, Louisburg.

GASTON

Superintendent, F. P. Hall, Gastonia.

S. N. Boyce, Chairman, Gastonia.
J. H. Rudisill, Cherryville.
C. E. Hutchison, Mount Holly.

C. C. Craig, Treasurer, Gastonia.
Mrs. Carroll Carlton Harmon, Superintendent Public Welfare, Gastonia.
Miss Blanche Smith, School Nurse, Gastonia.

GATES

Superintendent, J. M. Glenn, Gatesville.

(Expess office: Gates.)
Martin Kellogg, Chairman, Sunbury.
E. A. Benton, Trotville.
J. C. Holland, Drum Hill.

The Farmers Bank of Eure, Treasurer, Eure.

GRAHAM

Superintendent, J. H. Moody, Robbinsville.

(Express office: Topton.)
S. P. Harwood, Chairman, Robbinsville.
T. A. Morphew, Robbinsville.
D. Troy Hyde, Robbinsville.

Riley Orr, Treasurer, Robbinsville.

GRANVILLE

Superintendent, J. F. Webb, Oxford.

F. M. Pinnix, Chairman, Oxford.
Dr. R. G. Rogers, Creedmoor.
C. H. Cheatham, Oxford, R. 3.
H. M. Hobgood, Oxford, R. 1.
E. N. Clement, Oxford, R. 1.

First National Bank, Treasurer, Oxford.
J. E. Jackson, Superintendent Public Welfare, Oxford.
Mrs. H. P. Guffey, School Nurse, Oxford.

GREENE

Superintendent, H. G. Robertson, Snow Hill.
'27 J. E. Debnam, Chairman, Snow Hill.
'29 J. E. Albritton, Hookerton.
'27 L. E. Mewborn, Farmville.
'27 W. D. Cobb, LaGrange.
'29 W. A. Dildy, Walstonburg.
J. L. Edwards, Treasurer, Stantonsburg.
Miss Winnie Harper, School Nurse, Snow Hill.

GUILFORD

Superintendent, Thomas R. Foust, Greensboro.
Charles H. Ireland, Chairman, Greensboro.
Dred Peacock, High Point.
S. E. Coltrane, Guilford College, R. 2.
Dr. C. S. Gilmer, Greensboro, R. 6.
D. M. Chrismon, Brown Summit.
G. H. McKinney, Treasurer, Greensboro.
Mrs. Blanche Carr Sterne, Superintendent Public Welfare, Greensboro.
Miss Elizabeth Pratt, School Nurse, Greensboro.
Miss Helen Farrar, School Nurse, Greensboro.

HALIFAX

Superintendent, A. E. Akers, Roanoke Rapids.
(Express office: Roanoke Junction.)
Fletcher H. Gregory, Chairman, Halifax.
W. F. White, Enfield.
C. H. Leggett, Hobgood.
Norfleet S. Smith, Treasurer, Scotland Neck.
J. B. Hall, Superintendent Public Welfare, Scotland Neck.
Miss Davis Dickens, School Nurse, Weldon.

HARNETT

Superintendent, B. P. Gentry, Lillington.
E. W. Smith, Chairman, Dunn, R. 4.
D. P. Ray, Lillington, R. 3.
H. S. Hollaway, Varina, R. 1.
J. P. Bradley, Treasurer, Lillington.
Miss Dora Beck, Superintendent Public Welfare, Lillington.
Miss Sadye L. Hatcher, School Nurse, Lillington.

HAYWOOD

Superintendent, W. C. Allen, Waynesville.
R. W. Howell, Chairman, Waynesville.
F. W. Messer, Crabtree.
H. J. Sloan, Waynesville.
J. T. Bailey, Canton.
J. Bowden Smathers, Canton.
P. U. Massey, Treasurer, Waynesville.

HENDERSON

Superintendent, R. G. Anders, Hendersonville.
'31 J. A. Hudgens, Chairman, Flat Rock.
'29 Floyd Osborne, Horse Shoe.
'27 J. W. Morgan, Hendersonville, R. F. D.
Citizens National Bank, Treasurer, Hendersonville.

HERTFORD

Superintendent, N. W. Britton, Winton.
(Express office: Cofield.)
G. C. Picot, Chairman, Como.
John E. Vann, Winton.
C. W. Parker, Woodland.
The Bank of Winton, Treasurer, Winton.

HOKE

Superintendent, W. P. Hawfield, Raeford.
Jesse Gibson, Chairman, Dundarrach.
J. A. Hodgin, Red Springs.
J. M. Downer, Raeford, R. 3.
J. B. Thomas, Raeford.
Louis Parker, Raeford.
Herbert McKeithan, Treasurer, Raeford.

HYDE

Superintendent, E. W. Joyner, Swan Quarter.
(Express office: Belhaven.)
I. R. Credle, Chairman Swan Quarter.
Pat. C. Simmons, Fairfield.
B. C. Marshall, Engelhard.
T. J. Mann, Treasurer, Lake Landing.

IREDELL

Superintendent, Celeste Henkel, Statesville.
W. C. Wooten, Chairman, Statesville, R. 2.
A. L. Mills, Statesville.
F. B. Gaither, Harmony.
J. F. Brawley, Mooresville.
W. H. Hunter, Scotts.
H. P. Van Hoy, Treasurer, Statesville.
W. W. Holland, Superintendent Public Welfare, Statesville.

JACKSON

Superintendent, J. N. Wilson, Slyva.
C. L. Allison, Chairman, Sylva.
W. T. Deitz, Green Creek.
S. W. Enloe, Dillsboro.
J. C. Henderson, Webster.
J. W. Davis, Treasurer, Webster.

JOHNSTON

Superintendent, H. B. Marrow, Smithfield.
W. G. Wilson, Chairman, Wilsons Mills.
J. W. Woodard, Kenly.
P. B. Johnson, Benson.
Geo. T. Scott, Treasurer, Smithfield.
Mrs. D. J. Thurston, Superintendent Public Welfare, Smithfield.

JONES

Superintendent, Manley Fulcher, Trenton.
'31 A. C. Foscue, Chairman, Maysville.
'29 F. J. Koonce, Trenton.
'27 R. P. Bender, Pollocksville.
Bank of Jones, Treasurer, Trenton.

LEE

Superintendent, C. E. Teague, Sanford.
J. C. Watson, Chairman, Jonesboro, R. 1.
E. R. Buchan, Sanford.
D. E. Shaw, Broadway.
Page Trust Co., Treasurer, Sanford.
E. O. McMahon, Superintendent Public Welfare, Lemon Springs.

LENOIR

Superintendent, E. E. Sams, Kinston.
E. V. Webb, Chairman, Kinston.
T. A. Turner, Pink Hill.
W. B. Becton, Kinston, R. 5.
R. G. Hodges, LaGrange.
D. W. Hood, LaGrange.
John H. Dawson, Treasurer, Kinston.
Rev. G. B. Hanrahan, Superintendent Public Welfare, Kinston.
Miss Sue M. McNeill, School Nurse, Kinston.

LINCOLN

Superintendent, L. B. Beam, Lincolnton.
Kemp B. Nixon, Chairman, Lincolnton.
Milton S. Rudisill, Crouse.
R. E. Proctor, Denver.
H. B. Camp, Treasurer, Lincolnton.

MACON

Superintendent, M. D. Billings, Franklin.
S. H. Lyle, Sr., Chairman, Franklin.
H. M. Bascom, Highlands.
N. L. Barnard, Franklin.
C. L. Ingram, Treasurer, Franklin.
Mrs. Sam L. Franks, Superintendent Public Welfare, Franklin.

MADISON

Superintendent, O. S. Dillard, Marshall.
'31 Jasper Ebbs, Chairman, Trust.
'27 Dan T. Haynie, Barnard.
'29 N. B. McDevitt, Marshall.
'27 Yates Ammons, Mars Hill.
'29 Thomas Frisby, Hot Springs.
Bank of French Broad and Citizens Bank, Treasurer, Marshall.

MARTIN

Superintendent, R. A. Pope, Williamston.
K. B. Crawford, Chairman, Williamston.
B. M. Worsley, Oak City.
John A. Getsinger, Dardens.
Nathan Rogers, Williamston.
C. D. Carstarphen, Treasurer, Williamston.

McDOWELL

Superintendent, N. F. Steppe, Marion.
'29 T. W. Stacey, Chairman, Marion, R. F. D.
'31 M. P. Flack, Vein Mountain.
'27 J. S. Bradley, Old Fort.
M. G. Poteat, Treasurer, Marion.
Miss Mary Greenlee, Superintendent Public Welfare, Marion.

MECKLENBURG

Superintendent, J. M. Matthews, Charlotte.
'31 Plummer Stewart, Chairman, Charlotte.
'27 B. D. Funderburk, Matthews.
'27 W. J. Hutchison, Charlotte, R. 7.
'29 H. C. Reid, Charlotte, R. 2.
'29 C. H. Caldwell, Charlotte, R. 7.
James W. Stinson, Treasurer, Charlotte.
M. M. Grey, Superintendent Public Welfare, Charlotte.
Miss May McLaughlin, School Nurse, Charlotte.
Miss Goldie Howell, School Nurse, Charlotte.

MITCHELL

Superintendent, Jason B. Deyton, Spruce Pine.
D. F. Fortner, Chairman, Wing.
W. C. Berry, Bakersville.
W. W. Bailey, Spruce Pine.
J. G. Craigmills, Treasurer, Bakersville.

MONTGOMERY

Superintendent, J. S. Edwards, Troy.
W. B. Cochran, Chairman, Mt. Gilead.
J. J. Russell, Blaine.
Chas. J. McLeod, Biscoe.
George W. Stuart, Treasurer, Troy.

MOORE

Superintendent, A. B. Cameron, Carthage.
W. H. H. Lawhorn, Chairman, Carthage.
C. C. Jones, Cameron.
J. R. McQueen, Lakeview.
Dr. J. F. Davis, Highfalls.
H. A. Page, Sr., Aberdeen.
Bank of Pinehurst, Treasurer, Pinehurst.
Lucile Eifort, Superintendent Public Welfare, West End.
Mrs. Hazel Lamar, School Nurse, Southern Pines.

NASH

Superintendent, Linwood S. Inscoe, Nashville.
Frank V. Avent, Chairman, Whitakers, R. 5.
C. D. Jones, Red Oak.
A. F. Manning, Middlesex.
J. N. Taylor, Treasurer, Nashville.
Mrs. Anna H. Ditto, Superintendent Public Welfare, Nashville.

NEW HANOVER

Superintendent, W. A. Graham, Wilmington.
Assistant Superintendent, Washington Catlett, Wilmington.
Assistant Superintendent, J. Conrad Seegers, Wilmington.
'29 Herbert McClammy, Chairman, Wilmington.
'27 C. P. Bolles, Wilmington.
'31 J. Lawrence Sprunt, Wilmington.
John A. Orrell, Treasurer, Wilmington.
W. P. McGlaughon, Superintendent Public Welfare, Wilmington.
Miss Columbia Munds, School Nurse, Wilmington.

NORTHAMPTON

Superintendent, P. J. Long, Jackson.
(Express office: Gumberry.)
J. W. Weaver, Chairman, Rich Square.
E. S. Bowers, Jackson.
A. L. Lassiter, Potecasi.
The Farmers Bank, Treasurer, Woodland.

ONSLOW

Superintendent, W. M. Thompson, Jacksonville.
J. B. Petteway, Chairman, Jacksonville.
F. B. Pittman, Swansboro.
D. F. Howard, Richland.
L. B. Bryan, Sneads Ferry.
J. D. Coston, Maysville.
Bank of Onslow, Treasurer, Jacksonville.

ORANGE

Superintendent, R. H. Claytor, Hillsboro.
S. Browning, Chairman, West Durham, R. 1.
E. C. Compton, Mebane, R. 3.
M. P. Efland, Efland.
S. T. Latta, Jr., Treasurer, Hillsboro.

PAMLICO

Superintendent, T. B. Attmore, Vandemere.
S. M. Campen, Chairman, Alliance.
J. Y. Sawyer, Merritt.
Dr. S. E. McCotter, Bayboro.
M. E. Broughton, Janeiro.
Fred Silverthorn, Whartonsville.
Eastern Bank and Trust Co., Treasurer, Bayboro.

PASQUOTANK

Superintendent, M. P. Jennings, Elizabeth City.
'27 J. M. LeRoy, Chairman, Elizabeth City.
'29 W. G. Cox, Weeksville, R. 1.
'31 D. W. Morgan, Elizabeth City, R. 5.
Carolina Banking and Trust Co., Treasurer, Elizabeth City.
Rev. A. H. Outlaw, Superintendent Public Welfare, Elizabeth City.

PENDER

Superintendent, T. T. Murphy, Burgaw.
'29 H. M. Page, Chairman, Burgaw.
'31 T. J. Henry, Rocky Mount.
'27 G. J. Moore, Atkinson.
A. W. King, Treasurer, Burgaw.

PERQUIMANS

Superintendent, E. E. Bundy, Hertford.
Tom Nixon, Chairman, Hertford.
R. H. Welch, Hertford, R. 3.
J. H. Miller, Hertford, R. 2.
J. L. Tucker, Treasurer, Hertford.

PERSON

Superintendent, B. I. Satterfield, Roxboro.
W. R. Wilkerson, Chairman, Roxboro, R. 1.
Dr. O. G. Davis.
R. L. Harris.
C. T. Wood, Roxboro.
J. A. Fogleman, Moriah.
S. B. Davis, Treasurer, Roxboro.

PITT

Superintendent, R. G. Fitzgerald, Greenville.
'31 W. H. Woolard, Chairman, Greenville.
'29 G. T. Gardner, Grifton.
'29 L. C. Arthur, Greenville.
'27 M. O. Blount, Bethel.
'31 John T. Thorne, Farmville.
A. T. Moore, Treasurer, Greenville.
K. T. Futrell, Superintendent Public Welfare, Greenville.
Miss Lillie Fentress, School Nurse, Greenville.
Miss Edna McKee, School Nurse, Greenville.

POLK

Superintendent, E. W. S. Cobb, Columbus.
(Express office: Tryon.)
'29 Dr. E. McQ. Salley, Chairman, Saluda.
'27 Miss Mae Irene Flentye, Tryon.
'27 G. C. Feagan, Melvin Hill.
W. Y. Wilkins, Treasurer, Columbus.
Ira C. Swanman, Superintendent Public Welfare, Columbus.

RANDOLPH

Superintendent, T. F. Bulla, Asheboro.
'31 L. F. Ross, Chairman, Asheboro.
'29 J. A. Martin, Liberty.
'27 J. F. Hughes, Fullers.
Bank of Randolph, Treasurer, Asheboro.
R. M. Garner, Superintendent Public Welfare, Asheboro.

RICHMOND

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LESSONS IN PHYSICAL EDUCATION

FOR

ELEMENTARY GRADES

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LESSONS IN PHYSICAL EDUCATION

FOR

ELEMENTARY GRADES

PUBLISHED BY THE
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RALEIGH, N. C.

LESSONS IN
PHYSICAL EDUCATION

FOR

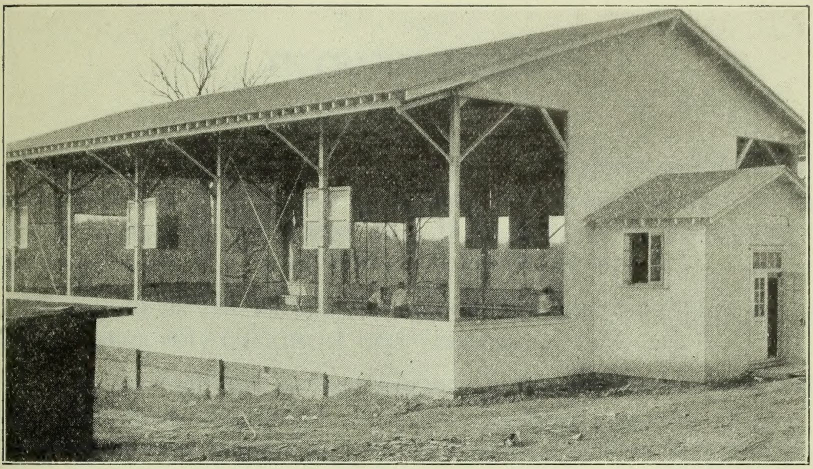
GRADES I TO VII

ARRANGED BY

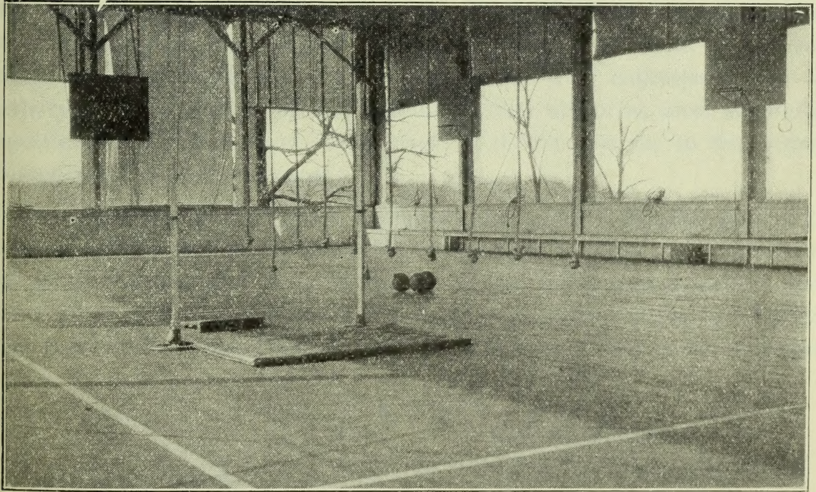
MARY CHANNING COLEMAN

THE NORTH CAROLINA COLLEGE FOR WOMEN

EDWARDS & BROUGHTON CO., RALEIGH



OUTDOOR GYMNASIUM, THE NORTH CAROLINA COLLEGE FOR WOMEN



OUTDOOR GYMNASIUM, THE NORTH CAROLINA COLLEGE FOR WOMEN

INTRODUCTION

This course in Physical Education for the elementary schools of the State was first prepared in 1923 by Miss Mary Channing Coleman, Professor of Physical Education, and Miss Anne M. Campbell of the Department of Physical Education of the North Carolina College for Women.

The demand for this bulletin was so great that the first edition was exhausted before the expiration of twelve months.

To meet the continued insistent demand for this bulletin, we asked Miss Coleman to revise the bulletin. This she very kindly consented to do. In this revision Miss Coleman secured the assistance of Miss Dorothy Nash, Supervisor of Physical Education, Raleigh, North Carolina, and Miss Elizabeth Lynam, Supervisor of Practice Teaching in Physical Education, the North Carolina College for Women. Miss Nash revised the story plays and Miss Lynam contributed the material on stunts and on posture-tests.

The purpose of this course is to give the teachers games and physical exercises which they may use in their schoolrooms and on the playgrounds, for physical education should be a part of the school life of every child. It is believed that the teachers who play the games and take part in the other forms of physical activity in this course with enthusiasm, will be able to carry on work in physical training which will bring most gratifying results, both in the physical improvement of their pupils and in the general toning-up of the entire school.

The compilers of this bulletin have arranged material suitable for use in ordinary school conditions, where the lessons must be given in the classroom or on the playground. Many of the games and folk-dances described have been collected from the students of the North Carolina College for Women, and represent traditional material handed on from our Anglo Saxon ancestors.

A. T. Allen

State Superintendent of Public Instruction.

TABLE OF CONTENTS

PAGE

Introduction 5
The Course in Physical Education 7
Outlines by Grades 15
  Grade I 15
  Grade II 34
  Grade III 61
  Grade IV 75
  Grade V 86
  Grade VI 99
  Grade VII 112
Relief Drills for Grades III to VII 124
Athletic Contests 125
School Festivals 147
References 151
Index 153

PHYSICAL EDUCATION

FOR

ELEMENTARY GRADES

A program of Health Education for the Elementary Schools may be more clearly understood if the teacher will give serious attention (A) to the aims and objectives in Physical Education, (B) to the time required for this subject, (C) to the activities represented in this broader curriculum, (D) to a typical weekly program, (E) training necessary to secure correct posture, (F) methods of teaching, and (G) explanation of types of exercises. These several divisions are treated briefly as follows:

A. AIMS AND OBJECTIVES IN PHYSICAL EDUCATION

1. Temporary Relief from Enforced Quiet:

"Round shoulders" and contracted chests are rarely found in children of the pre-school age. It is one of the gravest indictments against our educational systems that these defects are known as "school-room deformities," appearing at about the third year of school life. Even those of us who have efficient bodies and who habitually stand and sit well, will slump when we are fatigued; and when children's backs and limbs are cramped from prolonged sitting, we find the familiar bad postures that lead to round shoulders and lateral curvatures. The daily gymnastic lesson, together with the three minute open window activity period, placed at the hour when relief is most needed, will go far to obviate this danger.

2. Improved Neuro-muscular Coördination:

The inter-action of nerve and muscle is often compared to the working of a telephone system; an efficient "central" and well-cared-for lines result in quick and accurate connection. Games and gymnastics help bring about prompt response to stimulus. "The training a boy receives in deciding where to throw the ball in a game, or whether now is the time to run or to play safe, is of far more direct value in his social, economic and intellectual education than much of his other training," says a prominent educator.

3. Improved Functioning of Vital Organs:

This is an age of the popular slogan: "a clean tooth never decays," is one familiar to the reader of the popular magazines. Equally true, but not so well known, is the maxim "a well-ventilated lung does not contract tuberculosis." The tubercle bacillus usually begins his deadly work in the apex of the lung, which is not ventilated in ordinary shallow breathing, but gets well aired in vigorous exercise.

Then the heart, like any other muscle of the body, can only be kept in good tone by performing a certain amount of work; and the digestive organs, through improved circulation and through efficient secretion and excretion, are likewise aided by the daily lesson in Physical Education.

4. RECREATION—OR RE-CREATION, BOTH FOR ITS IMMEDIATE AND PERMANENT VALUES.

The Health lessons should in all cases be correlated with the work in Physical Education, so that the Physical Education teacher can adjust this correlation to meet the particular needs of her own situation.

B. TIME REQUIRED FOR PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS

(1) Two three-minute open window drills, mid-morning and mid-afternoon daily.

(2) Twenty to twenty-five minutes for daily lesson. Total time weekly, 130 to 150 minutes, exclusive of recesses.

C. ACTIVITIES REPRESENTED IN PHYSICAL EDUCATION CURRICULUM

1. Lessons in Hygiene; formation of health habits through talks, inspections, health clubs, reports, etc.
2. Gymnastic lessons.
3. Plays and games.
4. Rhythmic exercises and folk dances.
5. Athletic contests.

D. TYPICAL WEEKLY PROGRAM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grade II:	Story Play; Singing Game	Health Lesson	Story Play Game	Free Play	Rhythm Exercises
Grade V:	Hygiene Lesson: Posture Tests	Gymnastics Games	Badge Tests	Gymnastics Games	Rhythm Exercises
Grade VII: (Girls)	Badge Tests	Gymnastics Folk Dance	Health Talk; Feet and Shoes	Posture Tests; Gymnastics Games	Game Contest; Hit Pin Baseball
Grade VII: (Boys)	Badge Tests	Gymnastics and Stunts	Health Lesson; Feet and Shoes	Posture Tests Gymnastics Games	Game Contest; Soccer

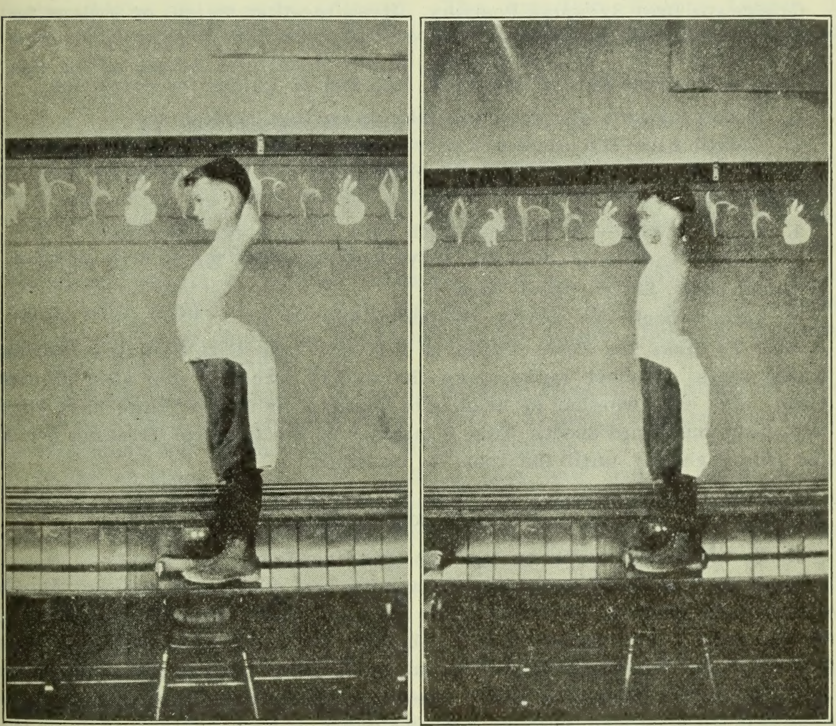
Total: Five 20-minute periods,..................100 min.;
Two three-minute relief periods daily,...... 30 min.

130 min. week

E. TRAINING CORRECT POSTURE

Children are not born round-shouldered, and when the condition has developed, it is due to more than carelessness on the part of the child; nagging at him to "hold your shoulders back" is unjust, and will never accomplish any improvement. The most frequent causes of round shoulders and the accompanying deformity, hollow back, are as follows:

1. Malnutrition, its consequences of weakness and poor muscle tone; the relaxed "fatigue position" becomes chronic.
2. Prolonged sitting position, causing cramp and fatigue.
3. Ill-fitting school desks and seats.



The boy in Figure *a* is muscularly weak and organically inefficient. In Figure *b* his Physical Education teacher has taught him proper poise and has supervised his special exercises, helping him begin life without the handicap he owns in Figure a.

4. Improper clothing; boys often have pockets so placed that they can only be reached by a slump; little girls' waists are often so cut that the weight of stockings and petticoats pulls the shoulders forward.
5. Unhygienic daily routine—insufficient sleep, lack of vigorous play.
6. Defective sight or hearing.

The first step in the correction of bad posture is the removal of the cause; then exercises are given to stretch the contracted chest tissues and to tighten the relaxed muscles of shoulders, head and abdomen.

Posture Tests. To be given Grades IV, V, VI and VII. The classification of school children into groups according to posture was originated by Miss Jessie H. Bancroft and worked out in the schools of Brooklyn, N. Y. Her plan includes a triple test for posture: (1) standing, (2) marching, and (3) during gymnastic practice. To make the triple test proceed as follows:

Prepare a list of the names of the pupils in the room, leaving spaces opposite each name in which to note whether pupil is in Group A (Correct Posture) or Group B (Incorrect Posture) in each of the three tests. Appoint some pupil to act as clerk and quickly note in which class each pupil belongs as tests are made.

(1) TEST FOR STANDING POSITION

GUIDES FOR BEST STANDING POSITION. Heels together, weight on balls of feet, waist in, chest broad, head up.

NAMES OF COMMON FAULTY POSTURES, followed by guides for correction:

1. Waist forward—To correct—Balance on toes, stretch up.
2. Flexed hips—To correct—Carry weight back, stretch up.
3. Flat chest—To correct—Child place hand on chest and raise hand by lifting chest.
4. Head forward—To correct—Push back of neck against collar.
5. Round shoulders—NEVER SAY SHOULDERS BACK—To correct—Broaden chest, flatten upper back.
6. Hollow back—To correct—Waist in, stretch up.

How To Make the Test. Pupils in first row take Best Standing Position beside seats. Teacher walks along the row to secure a side view of each child. Tell each whether he belongs to Group A or Group B and have clerk note same on record sheet. Take 5 minutes of the Physical Training period for this each day until the room is classified.

(2) MARCHING TEST

To be taken only by Group A of the Standing Test.

Pupils form a line for marching, assuming best standing positions. March around room or up and down the aisles for 3 or 4 minutes. A common mistake is that some pupils march too stiffly, holding arms rigidly at sides and body very tense. Movement should be free and comfortable, arms swinging naturally as in walking. Watch for faults described under Standing Test. Any one who fails to keep good position must sit down. At end of the test have the clerk make note of those who remain standing as being in Group A of Marching Test. All who had to drop out are in Group B.

(3) EXERCISE TEST

To be taken only by Group A of Marching Test.

Have pupils stand where teacher can secure best side view of each child while teaching. Pupils assume Best Standing Position. Give a short Formal Lesson, 5 to 8 minutes. Exercises used should test the ability of pupils to hold relatively correct positions of head, chest, shoulders, waist line, etc., while moving arms, legs or trunk. Any formal lesson which has previously been given as part of the regular grade work may be used as a test. Pupils who fail to keep best position should be seated;—they become Group B of the Exercise Test. Clerk will note those who remain in Group A.

Posture Per Cent. When all three parts of the triple test have been made, find the posture per cent of the room by dividing the number in Group A by the total number in the room. With 43 pupils in the grade and 13 in Group A, the per cent for the room will be 13 divided by 43, or 30 per cent. Keep this on the board until the next test is made. Much enthusiasm can be aroused by comparing percentages of the various rooms.

Many of our schools fail to realize the importance of correct poise. The maximum of benefit from our games can not be obtained until the body-machine is properly adjusted. The American Posture League, 1 Madison Avenue, New York, issues posters and charts which give valuable help to the teacher and inspiration to the children.

F. METHODS OF TEACHING GRADES I AND II

The teaching of these two grades is largely informal and imitative. The teacher should enter into all activities with the class. Her directions should be simple but clear. She should be well acquainted with her material and be able to meet all possible emergencies that may arise. Commands should be avoided whenever possible; suggestions are much better with small children. However, they should learn that such signals as the whistle or chords on the piano mean a definite thing and response to them should be immediate.

The imagination is a great factor in teaching Physical Education to these children. When an exercise is given, invent a name for it. Use the natural environment and interests of parents and children.

If the children like a game or dance they will love to repeat it. It will not lose its value through repetition. Variety, however, will help to keep the interest, so, even though the children may ask to repeat a familiar game or dance, do not let it wear out by too much repetition. Keep all material alive and thus prevent the children becoming tired of any. If you permit the repetition of games and dances they should show an improvement in execution.

Physical Education in the first and second grades should encourage alertness, independent action and ready response to unexpected directions. It gives elementary training and sportsmanship and coöperation. The sense of balance and rhythm will also be developed.

Music will be a great help in training rhythmic movements and dancing. For rhythmic training the children should be taught:

I. Clapping in various rhythms:
  A. Even—Clap-clap-clap.
  B. Uneven—
    (1) Clap-clap——clap clap
    (2) Clap-clap—clap-clap-clap
    (3) Any other variations that may be desired.

II. Marching should be light and not too slow. It may be combined with clapping or used with various imitative activities such as blowing horns and beating drums.

III. Skipping:

Formations depend upon the available space. Lines when possible should be marked on the floor. Watch for correct spacing and train the children to get in the proper positions as quickly as possible.

Remember:

1. Do not be too serious.
2. Know your material.
3. Have all necessary equipment, balls, etc.
4. Be ready to meet all possible emergencies that may arise.
5. Choose games suitable to the age and number playing.
6. Be able to adapt your material by using more than one ball or having more than one child "it."
7. If a game does not "go" or you do not "get it across" learn to analyze and find out the difficulty so you can remedy it.

G. EXPLANATION OF TYPES OF EXERCISES

The following activities are included in the Physical Education Course:

Story Plays
Games and Contests
Rhythmic Plays and Singing Games
Gymnastics
Relief Drills
Athletic Contests
School Festivals.

Story Plays. This type of work takes the form of a story which the children act out. Story plays may be used to correlate with the daily occupations and activities and the teacher may work out and adapt any number of plays of her own. They may be used in such a way as to appeal to the imagination of the small child and at the same time give the necessary amount of exercise. The story play is an essential part of the Physical Education Program for the first and second grades.

Story plays have a twofold aim; first, to give a child a well-balanced exercise; second, to help develop his dramatic ability.

The story plays follow very closely the formal gymnastic lessons in that they include head, arm, leg, trunk, precipitant and breathing exercises. To give a well-balanced lesson it is necessary to follow this order. To secure the second aim, the teacher must have enthusiasm and must be able to enthuse her pupils with the idea of playing the story. The movements should be large and free in order to secure hygienic values; and the story must bring joy and interest or it is useless.

Miss Dorothy Nash, Supervisor of Physical Education of the Raleigh Schools, makes the following general suggestions:

1. Be sure you know your entire story before you present it.
2. Complete your story.
3. Make your story true to life.
4. Don't give the exercises by count, but be sure the pupils understand the exercises they are to imitate.
5. Above all enter into the play yourself, and your enthusiasm will become contagious.

It is not necessary to rely exclusively on the text. Write your own story plays to meet your individual needs. Ask the children to suggest movements: you will find them eager to respond.

Games and Contests. The play of children is a joyous and spontaneous activity essential to health and development. We have come to realize the need and value of play for children, and teachers are urged to direct and guide the play of the pupils in the public schools. The teacher herself should have the spirit of the play as no one can be a successful leader of plays and games unless she has an understanding of and a love for games. The teacher should know a large number of games and when one is not going well, she should have several others she can bring forth on the instant.

There is always a keen interest in contests and the point is to keep up this interest and through it develop a spirit of fairness in games. No pains should be spared to secure fair play and careful and correct decisions.

It is here that teachers have opportunity for training in conduct and moral principles. Children should expect fairness and should wish to be perfectly fair. Some games require judges or an umpire who should see everything that happens and should decide all questions.

Rhythmic Plays and Singing Games. The object in rhythmic plays is to develop rhythm and coördination. Aside from the hygienic value, and the development of rhythm and grace, they provide also for dramatic expression.

Whenever possible these plays should be given out of doors. Where there is no piano or victrola available the children may supply their own music by singing, or part may hum the tune or clap the hands lightly.

Gymnastics. This work, which is done to command, is known as formal gymnastics. Its object is threefold:

1. The educational effect of quick response to command.
2. The corrective value of training in neuro-muscular control and good posture habits, through insistence upon right form of work.
3. The hygienic value of rapid successive contractions of large groups of muscles followed by deepened breathing and quickened circulation.

Relief Drills. These are brief periods of physical activity given for mental and physical relaxation several times each day or whenever needed throughout the day's program. Suggested exercises and activities are given on pages 56 and 124.

Athletic Contests. Sprints, short dashes, relay races and games of skill should be included in the athletic contests for elementary school children. For a list of standard athletic contests suited to this age see page 125.

School Festivals. When school festivals are an outgrowth of the actual school room work in Music, in Physical Education, Art, English, History or Geography, they are of great value to the school. Suggested outlines and detailed descriptions of festivals to use are given on page 147.

Books. Valuable reference books for the teacher will be found on page 151.

GRADE I

For Explanation of Types of Exercises, see pages 12, 13, 14.

STORY PLAYS

I. Picking Apples:

1. Run out to orchard. (Run around 1 or 2 rows. Run around one row of desks.)
2. Climb fence. (Climb over desks or chairs.)
3. Climb ladder into tree. (Reach up with right hand and right foot; alternate knee bending.)
4. Shake down apples.
5. Climb down.
6. Pick apples off ground.
7. Heavy basket. (Carry home.)
8. Smell supper cooking.

II. Playing in Wind:

1. Skip out to play.
2. Spread arms out and run against wind.
3. Weather vane. (Arms shoulder height; turn each direction.)
4. Wind mill. (Arms shoulder height. Large arm circles like wings of windmill.)
5. Tree swaying. (Stand with feet apart; arms curved overhead; bend from left to right.)
6. Jump up and down to keep warm.
7. All out of breath. (Deep breathing.)

III. Fire Engines:

1. Every other child, horse and driver. (Take hold of hands. Horses gallop and drivers lean back.)
2. Climb ladders to save some one—throw things out window.
3. Squirt hose on fire. Hiss water. (Hose hard to manage. Brace right foot forward, knee straight, left knee bent. Lean backward, arms outstretched. Play hose on fire. Change feet.)
4. Chop wall. (Axe overhead and into wall.)
5. Drive home. (Those that drove to fire are horses going home.)
6. Tired. (Deep breathing.)

IV. Going to the Beach:

1. Digging a Hole in Sand. (Take shovel in both hands, lift one knee, place foot on shovel, push it down with foot, throw sand to right. Repeat, using other foot to push shovel. Continue until there is a deep hole.)
2. Jump into Hole. (Jump in place.)
3. Bury Feet in Hole, with Sand. (Bend body forward from waist and reaching sand with hands, cover feet.

4. Lifting Feet Out of Sand. (Hands on hips. Stand on one foot and lift other foot out of sand, very slowly. Shake foot vigorously to get sand off of it. Same, standing on other foot.)
5. Picking up Pebbles. (Deep knee bend. Pick up several pebbles, place them in pail. Stand, take one or two steps, pick up more pebbles. Repeat. Run backward to place.)
6. Throwing Pebbles Out in the Lake. (Throw first with right hand, then with left. Skip stones by throwing underhanded.)
7. Wading. (Take long steps, raising knees high. Each two rows around one row of seats.)
8. Going Near the Water. (Take three or four long steps forward, on toes. When a big wave comes, run backward quickly so that feet will not get wet. Repeat several times.)
9. Breathing. (Blow sand off of hands.)

*V. FISHING:

1. Getting Fishing Tackle and Pail of Bait. (Reach up with right hand for fishing rod. Stoop and with left hand lift pail. Repeat.)
2. Going to Lake. (Each two rows run around one row of seats.)
3. Launching Boat. (With both hands take hold of end of boat, push boat out on water. Repeat.)
4. Jump into Boat. (Pretend that desks are boats. Sit on desks, with feet on chairs facing back of room.)
5. Rowing Boats. (Take imaginary oars. Arms forward, hands closed palms down, body bent forward. Pull elbows backward, bending body backward. Repeat rowing motion with long strokes.)
6. Drop Anchor. (Bend over side of boat (desk) lowering anchor with arms stretching downward.)
7. Casting Line. (Circle right arm several times around and above head, full arm swing, then throw line. Repeat same with left.)
8. Pulling in Fish. (Stand in aisles. Stoop and pull line slowly. Stand and put fish in pail. Repeat pulling in fish.)
9. Breathing.

*VI. KITES:

1. Running with the Kite. (Bring hands to right shoulder, holding kite string. Each two rows run once around one row of seats, turning head looking over right shoulder and stretching arms upward right.)
2. Letting Out the String. (Knees bend to squatting position. Hold this position and unwind ball of string by pulling right hand up from left, full arm's length, several times.)
3. Looking at Kites High up in the Air. (Bend head backward looking up. Turn head right, look up. Same left.)
4. Kite Caught in Tree. (Place right hand forward, stretch arms high overhead, stand on toes. Pull kite string vigorously, at same time bending knees slightly.)
5. Run and Pick Kite from Ground. (Run two or three steps, bend body forward, pick up kite. Repeat the running and bending until each two rows have been once around one row of seats.)

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* From "Story Plays," Louise Wright.

6. Kites Floating in the Air. (Arms sideward, bend body right and left.)
7. Wind Blowing the Kite. (Inhale, then exhale, imitating sound of wind.)

*VII. The Little Bird:

1. "Once I saw a little bird go hop, hop, hop." (Hop on one foot then on the other. Repeat several times.)
2. "So I said, 'Little bird, won't you stop, stop, stop?' " (Bend knees and point with index finger of right hand. Come to position, then bend knees, again pointing with index finger of left hand. Alternate several times.)
3. "And was going to the window." (Take two or three running steps. Stretch arms upward, pushing up imaginary window. Repeat. Turn and run back to place.)
4. "To say 'How do you do?' " (Bend head forward and backward. Repeat several times.)
5. "When he shook his little tail." (Hands on hips, twist body right and left without moving feet.)
6. "And far away he flew." (Arms extended sideward, shoulder high. Move arms up and down. Each two rows running around one row of desks.)
7. Breathing.

VIII. Brownies:

1. Brownies creep out of their houses, which are the trunks of trees, as the sun sinks. (Desks can serve as trees.)
2. Skip around to exercise their legs which are cramped from inactivity.
3. Creep *very quietly* into the woods to see if anyone needs them. If they hear anyone coming they stoop quickly.
4. Peep into the windows of an old hut. (Stretch high.)
5. See poor old lady asleep with house in disorder. (Shake head from side to side.)
6. Gather wood.
7. Sweep floor.
8. Wash soiled clothes, wring them out, hang them up to dry.
9. Skip home, as day breaks, to tree trunks.
10. Take deep breaths before climbing back into trees.

IX. Putting in Coal:

1. Drive to house. Two children then take hands to make team. Third child drives. Heavy hauling.
2. Stoop down low to open window.
3. Shovel coal. (Sidewise motion.)
4. Pull up chute. (Stoop low and pull up 3 times.)
5. Gallop home, wagon light, fast going.
6. Smell supper cooking.

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* From "Story Plays," Louise Wright.

X. GATHERING WOOD FOR FIRE:

1. Walk out into woods to get wood.
2. Climb fence.
3. Chop down trees.
4. Sawing wood with brother.
5. Hand over fence to brother.
6. Heavy. Haul home.
7. Split into kindling.
8. Carry up stairs.
9. Light fire. Blow out match.

XI. HOW ANIMALS GET READY FOR WINTER:

1. Squirrel gathers nuts and buries them; jump on toes, get nuts, put in mouth, stoop down, dig hole, put in ground.
2. Birds fly south; arms shoulder high; fly around room.
3. Bear—looks for cave. Walk heavily around room, sway from side to side, crawl into own seat.
4. Pony being shod. Hammer horse shoes. Every other child pony and blacksmith.
5. Pony gallops. Gallop around room.
6. Snake wiggles slowly into hole. Slide down into seat.
7. Deer in north woods making tracks in snow. Run zigzag around room.

XII. JACK O'LANTERN:

1. Children drive to field for pumpkins. (Run around room driving horses.)
2. Stoop and lift up very heavy pumpkins. (Place them in wagon, one at a time.)
3. Drive home.
4. Make a Jack o'lantern. (Cut off top, dig out seeds and throw them away. Make eyes, nose and mouth.)
5. Run out with Jack o'lantern to frighten people.
6. Reach up high to window. Hear some one coming, so stoop suddenly. Repeat. Try another window farther up the street. Window much higher; can barely reach it.
7. Run home.
8. All out of breath from hurrying; take deep breaths.

XIII. THANKSGIVING PIES:

1. Skip to store to buy provisions.
2. Reach up to counter for raisins; again for sugar; for nuts; spices.
3. Skip home with basket.
4. Make pies, shake flour, stir, roll out crusts, put in oven.
5. Run out doors while pies are baking.
6. Take pies out of oven.
7. Burn fingers; blow on them.
8. Smell pies.

XIV. SNOW MAN:

1. Snow falling outside. (Reach up and bring arms lightly down to floor, bending at waist.)
2. Pulling on rubber boots. (Bend knee up and stretch arms. As you stretch knee, bend arms, pulling on boot.)
3. Walking through snow (very deep). (High knee bending upward.)
4. Make snow man. (Stoop down, gather up snow and roll to front of room body of snow man.)
5. Run back and roll another to make head. (When complete have a child come forward for snow man and stand with arms raised sideways.)
6. Make snowball. (Kneel on one knee, gather up snow and press hard together.)
7. Throw at man. (As balls hit head, child drops head forward. Then one arm and then the other. Finally legs are hit and child falls to floor in a heap.)
8. Breathing and blowing on fingers to get them warm.

XV. CHRISTMAS. SANTA CLAUS'S VISIT:

1. Santa puts on his coat, cap, mittens and boots.
2. Looks at sky.
3. Jumps in sleigh.
4. Pulls on reins.
5. Jumps from sleigh, and warms hands, feet and arms. (Run in place, swing arms and rub hands.)
6. Goes down chimney. (Bend knees slowly as if disappearing.)
7. Place presents in stockings and on floor and table.
8. Climb up rope through chimney.
9. Breathe after hard work.

XVI. CHRISTMAS TOYS:

1. Jack-in-the-box. (Children stand in aisles. Teacher makes downward motion with hands as if closing lid of box and all children stoop down; raise hand quickly and children jump to standing position. They may make a noise to represent the squeak of "Jack-in-the-box.")
2. Beating drum (marching).
3. Shooting toy gun. (Kneel, point gun and pull trigger, saying, "Bang!")
4. Trains of cars. (Each row forms a train. The first child places hands on hips. Others place their hands on shoulders of ones in front. Short steps making "choo-choo" of engine.)
5. Jumping jacks. (Teacher makes a motion as if pulling a string and children jump into air with feet apart and arms out at sides, returning to position.)
6. Blow up new foot ball. (Breathing.)
7. Suggest other toys.

XVII. ESKIMO LIFE:

1. Represent snow storm. (Stretch arms overhead and lower them slowly.)
2. Blow flakes to represent wind.
3. Walk through deep snow to site of new house.
4. Cut blocks of snow and ice.
5. Lift and carry blocks. (Pile them up to make walls. Stamp down first layer of blocks.)
6. Leave opening for door. (Stoop and look into new home.)
7. Get spear and run out on ice.
8. Spear some fish for supper.
9. Build fire and cook supper.

XVIII. CIRCUS:

1. Odd and even rows face each other—row one facing row two, row three facing row four, etc. Odd rows toss peanuts to even rows, which are elephants. Elephants form trunk by clasping hands in front and as peanuts are thrown they swing trunks high in the air to catch them and then carry them to mouths with trunks.
2. Odd rows snap whips and even rows gallop in place as if horses. Second time whips are snapped, trot; third time, high step.
3. Chariot race. All face side of room. Even rows stand in seats with arms stretched out driving. Odd rows take hands across and gallop in place.
4. All form bands, facing front. One or two rows beating drums, one or two rows playing fife, one or two rows playing trombone, etc.
5. Two rows walk around one row of desks imitating some clown's trick, such as balancing stick on chin, juggling balls, walking tight rope, etc.

XIX. MAKING GARDEN:

1. Reach up to get spading fork and rake from shelf.
2. Put them over shoulder and skip to back yard or vacant lot garden.
3. Spade up earth. Turn each fork full over and strike it hard to break up large pieces.
4. Rake garden.
5. Pick up stones and throw them into a pile.
6. Run to get a wheelbarrow.
7. Stoop to pick up stones and put them into wheelbarrow. Wheel them to corner of garden and dump in a pile.
8. Plant seed.
9. Blow up seed bags. Break them between hands and say "Bang!"

GAMES

1. DROP THE HANDKERCHIEF (Schoolroom or Playground):

Children in circle, hands joined.
One child chosen to be "it" runs around outside of circle and drops handkerchief behind a second child who picks it up and chases first child. First child tries to get back to opening left by second child. If he succeeds he may stay in circle. If caught he must go in center. Second child now runs around, drops the handkerchief and game continues. If the children in the center can succeed in snatching the handkerchief before the one for whom it is intended, they may chase, and the one for whom it was intended must go in the center.

2. CAT AND MOUSE (Schoolroom):

Cat chosen who hides (usually under teacher's desk). Several children chosen to be mice creep up softly and when all are assembled they scratch on cat's hiding place with fingers. When cat hears this she chases the mice who try to get back to their seats without being caught. If no mice are caught the cat is "it" again. Do not let one child be cat too long. If mice try to be caught let last one caught be new cat. Choose new mice each time.

3. RABBIT'S NEST (Playground):

Children in groups of threes, hands joined forming nests; one child or rabbit in each nest, and an extra rabbit in the middle. At signal from teacher rabbits change nests, extra rabbit trying to get a nest. Child left out stays in center. After several times change so all may be rabbits.

4. RUN FOR YOUR SUPPER (Playground or Schoolroom):

Players in circle. One player chosen by teacher goes around inside, holds out his hand between two players and says, "Run for your supper." The two run around opposite ways outside; the one who first returns to the vacant place wins, and they start the next runners.

5. SQUIRREL AND NUT (Schoolroom; Playground):

Like "drop the handkerchief," but children stand with eyes shut and hands behind them. Child chosen to be squirrel goes around and drops nut in hands of another player who chases him. If caught, squirrel must be put in cage (center circle) and is out of game.

6. SQUIRREL AND NUT (Schoolroom).

Where desks cannot be moved or there is no room for circle, children may drop heads on desks, eyes shut, and hold hands out in front of them.

7. FOX AND SQUIRREL (Schoolroom):

Children stand in two straight lines. Pass an object (the squirrel) zigzag back and forth. In a few seconds start a second object (the fox). Object of game is to see if they can make second object overtake first before end of line is reached. May be played in school room by having two rows sit facing each other with feet in aisles.

8. SHEEP, SHEEP COME HOME (Playground):

One player chosen who represents the wolf, another the Mother Sheep. Rest of players are her children. Mother sheep stands on one side of room, wolf hides, and children on other side of room.

Mother calls, "Sheep, sheep, come home."
Children, "We're afraid."
Mother: "Of what?"
Children: "The wolf."
Mother: "The wolf has gone to Dixieland and won't be back for seven days, so sheep, sheep, come home."
Sheep run across—wolf chases—all caught must help him.
Repeat. Mother crossing over to other side.

9. MAGIC CARPET (Schoolroom):

An elimination game should be played only when children are well under control of teacher.

Draw square on floor. Children skip or run through square. At signal all stop. Those caught in magic carpet are eliminated.

This may be done to music. Signal may be sudden cessation of music or clapping hands or blowing whistle.

10. HAVE YOU SEEN MY SHEEP (Schoolroom or Playground):

Circle, hands joined (may be played in seats). One child goes up and says to another "Have you seen my sheep?" "No; what does it look like?" First child then describes another player. As soon as second child guesses who is being described, he says "Is it ....?" If correct he then chases the person described who runs outside of aisle and tries to get back to place without being caught. If he succeeds he asks the question; if caught, the one who catches him asks the question.

11. STONE (Playground or Schoolroom):

Players in circle. One player, "Stone," sits or stoops in circle drawn in center. Others advance slowly trying to get as close as possible without being caught. Stone suddenly jumps up and chases players who rush back to circle. All caught become stones.

12. WATER SPRITE (Playground):

Children in two equal lines facing each other about ten to fifteen feet apart. This space, the river. Two water sprites are chosen who stand in middle of river. One child from one side comes out and beckons to a child on the opposite side. These two change places. If either is caught he becomes the water sprite. If not caught stays in line.

NOTE. If water sprites prefer to stay water sprites and do not make any effort to catch, change game so that a safe journey to opposite side is rewarded by the player becoming water sprite.

RHYTHMIC GAMES

1. FARMER IN THE DELL (*Traditional North Carolina Folk Game*):

1. The farmer in the dell.
The farmer in the dell.
Heigh-o, the dairy-o,
The farmer in the dell.
2. The farmer takes his wife.
The farmer takes his wife.
Heigh-o, the dairy-o,
The farmer takes his wife
3. The wife takes the child.
4. The child takes the nurse.
5. The nurse takes the dog.
6. The dog takes the bone.
7. The bone stands alone.

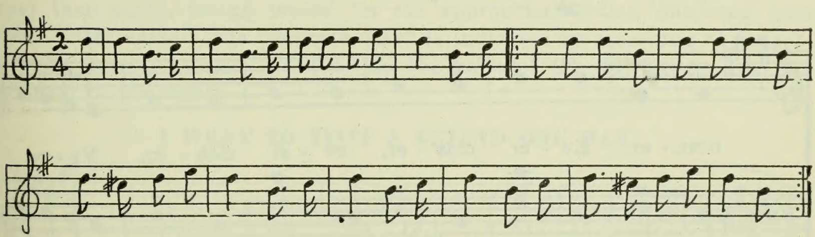
Children in circle, hands joined. Farmer in center. Children circle around to right while singing. Each child as chosen enters the circle. As children sing the last verse all clap and all but bone return to circle. "Bone" becomes next farmer.

2. ITISKIT, ITASKET (*Traditional North Carolina Folk Game*):

Itiskit, Itaskit.
A green and yellow basket,
I sent a letter to my love
And on the way I dropped it,
I dropped it, I dropped it.
A little boy picked it up
And put it in his pocket,
His pocket, his pocket.
A little boy picked it up
And put it in his pocket.

Circle, hands joined. One child with handkerchief, runs around and drops it in back of a second child who picks it up and chases the first child. First child tries to get back to second child's place without being caught. If successful he is "It" again. If first child is caught, second child is "It."

ITISKIT, ITASKET

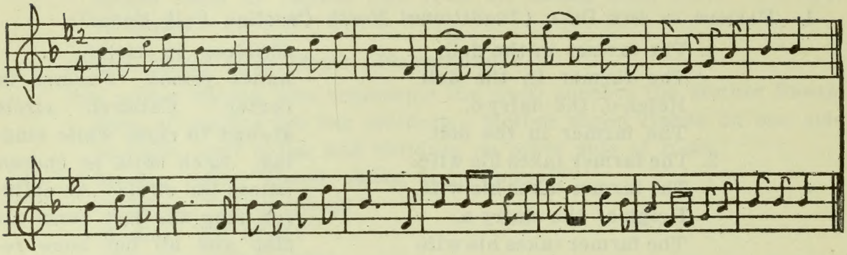


3. LITTLE SALLY WATERS (*Traditional North Carolina Folk Game*):

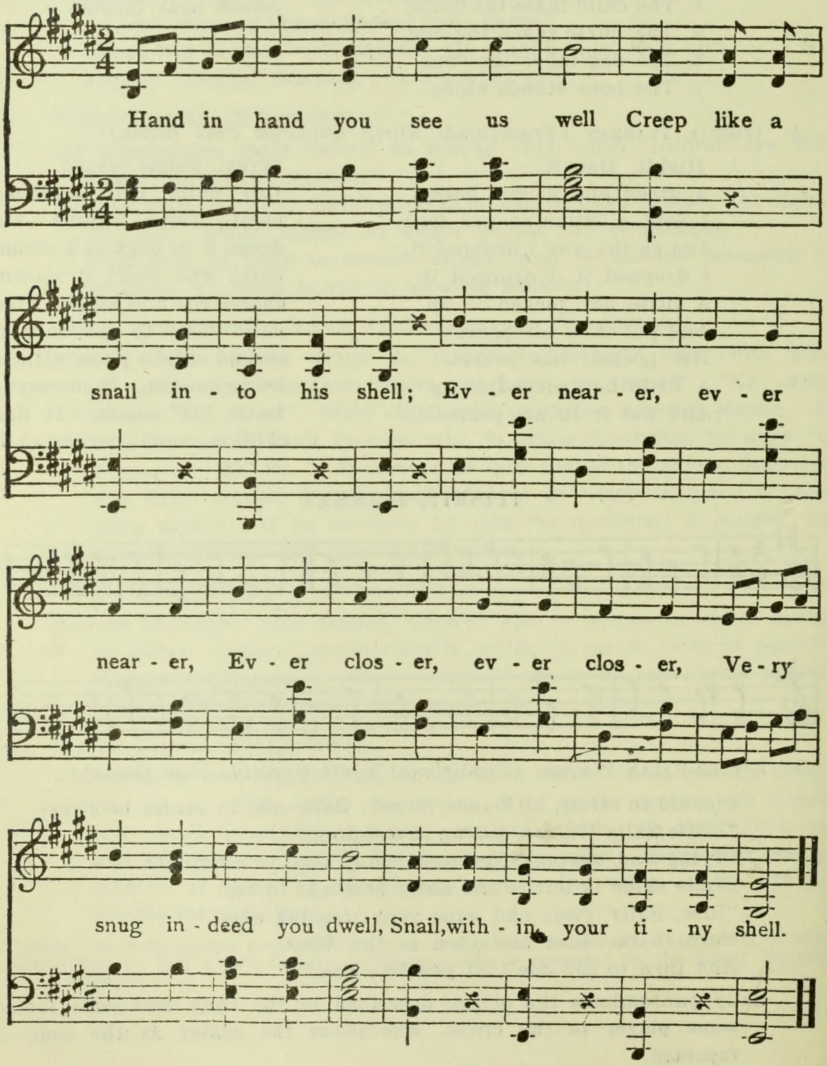
Players in circle, all hands joined; Sally sits in center of circle.
"Little Sally Waters, sitting in a saucer;
Crying and weeping for some young man to court her."
Circle skips to left, while Sally pretends to cry.
"Rise, Sally, rise; and wipe your weeping eyes;
Turn to the East and turn to the West,
And turn to the one that you like best."

Sally pantomimes the action described in the song, and ends facing some player in the circle, who takes the center as the song is repeated.

LITTLE SALLY WATERS



THE SNAIL


Hand in hand you see us well Creep like a
snail in - to his shell; Ev - er near - er, ev - er
near - er, Ev - er clos - er, ev - er clos - er, Ve - ry
snug in - deed you dwell, Snail, with - in your ti - ny shell.

*4. SNAIL.

Hand in hand you see us well
Creep like a snail out of his shell.
Ever farther, ever farther,
Ever wider, ever wider;
Who would think this tiny shell
Would have held us all so well.

1. The players all stand in line holding hands; while singing the first verse they wind up in a spiral, following the leader, who walks in a circle growing ever smaller until all are wound up, still holding hands.
2. The leader then turns and unwinds, until all are again in one line.

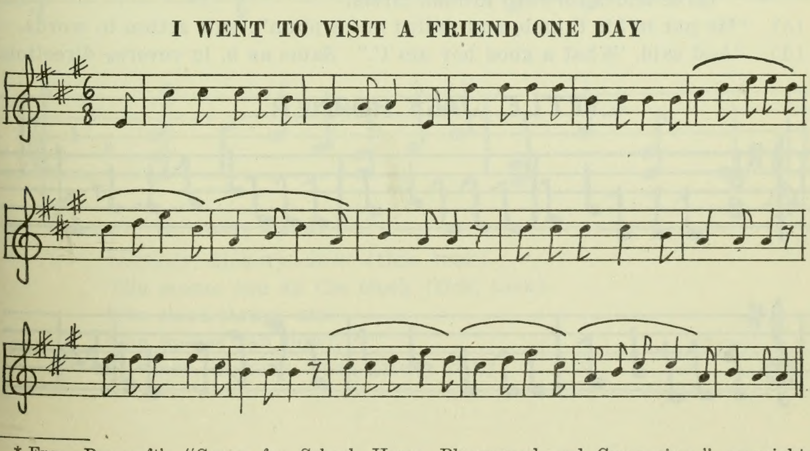
This "winding up" is a very old traditional feature in games, and is supposed to have originated in tree worship.

5. I WENT TO VISIT A FRIEND ONE DAY.

1. I went to visit a friend one day.
She only lived across the way.
She said she couldn't come out to play.
Because it was her washing day.
This is the way she washed away.
This is the way she washed away.
She said she couldn't come out to play
Because it was her washing day.
2. Ironing day.
3. Sweeping day.
4. Scrubbing day.
5. Mending day.
6. Baking day.
7. Sabbath day.

In single circle, hands joined circle moves to left while singing first four lines; then stand, facing center, for the appropriate action following each verse. After verse 7, the "Sabbath Day" is indicated by marching to church, with the Sunday parasol indicated by the palm of the left hand above the forefinger of the right.

I WENT TO VISIT A FRIEND ONE DAY



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* From Bancroft's "Games for School, Home, Playground and Gymnasium," copyrighted and published by The Macmillan Co. Used by permission.

6. ROUND AND ROUND THE VILLAGE (*Traditional North Carolina Folk Game*):

1. Go round and round the village.
Go round and round the village.
Go round and round the village
As we have done before.
2. Go in and out the windows.
3. Go now and face your partner.
4. Now follow me to London.

Single circle, hands joined.

One or more children may be chosen to skip around inside of circle during first stanza.

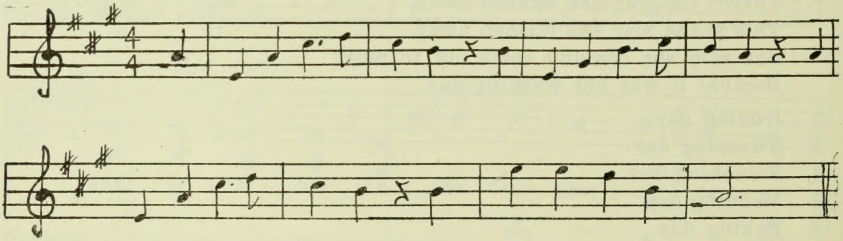
Second stanza, children in circle raise hands high making windows; children in center skip in and out of windows thus formed.

Third stanza, children skipping choose a partner.

Fourth stanza, children chosen follow partners around circle.

NOTE. First children skipping may now return to circle or all may continue until all are playing.

ROUND AND ROUND THE VILLAGE



7. LITTLE JACK HORNER.

Double circle facing forward: inside hands joined.

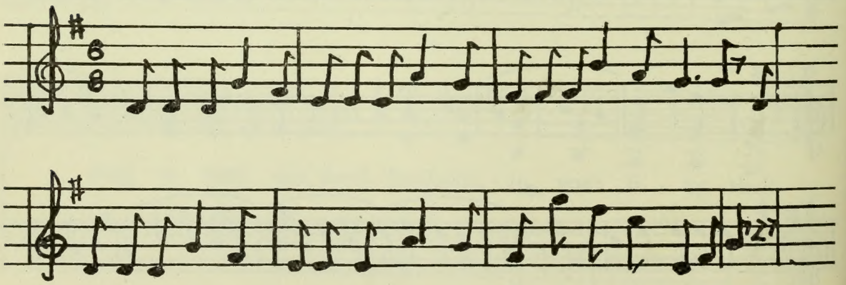
(a) "Little Jack Horner, sat in a corner." Touch outside foot forward, step forward on outside foot; repeat inside foot.

(b) "Eating his Christmas pie": join both hands with partner and take three slides forward around circle.

(c) "He put in his thumb, and pulled out a plum": suit action to words.

(d) "And said, 'What a good boy am I'." Same as *b*, in reverse direction.

LITTLE JACK HORNER



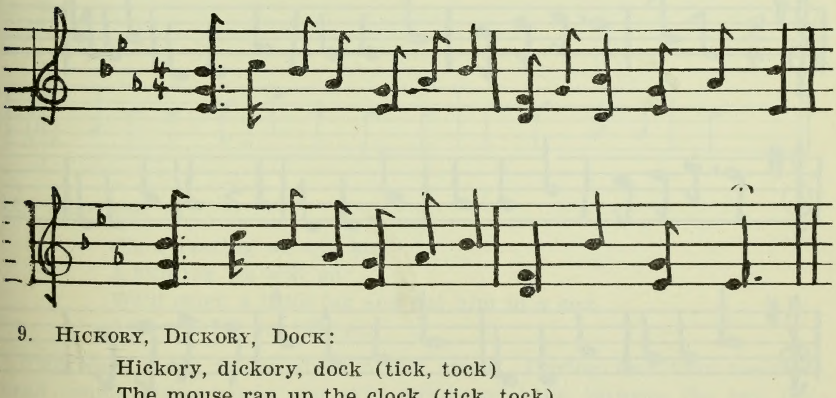
8. LONDON BRIDGE: (*Tune and form of play, traditional North Carolina Folk Game*):

London Bridge is falling down
Falling down, falling down.
1. London Bridge is falling down
My fair lady.
2. Off to prison you must go.
3. Take the keys and lock her up.

The following words are also suggested:

1. London Bridge is falling down.
2. Build it up with iron bars.
3. Iron bars will bend and break.
4. Build it up with gold and silver.
5. Gold and silver will be stolen away.
6. Get a man to watch all night.
7. Suppose the man should fall asleep?
8. Put a pipe into his month.
9. Suppose the pipe should fall and break?
10. Get a dog to bark all night.
11. Suppose the dog should meet a bone.
12. Get a cock to crow all night.
13. Here's a prisoner I have got.
14. What's the prisoner done to you?
15. Stole my hat and lost my keys.
16. A hundred pounds will set him free.
17. A hundred pounds he has not got.
18. Off to prison he must go.

LONDON BRIDGE



9. HICKORY, DICKORY, DOCK:

Hickory, dickory, dock (tick, tock)
The mouse ran up the clock (tick, tock)
The clock struck one
The mouse ran down
Hickory, dickory, dock (tick, tock)

Children in two straight lines facing about ten feet apart.

Hands clasped low in front of body; swing in time with music for first line. Stamp left foot on tick and right on tock.

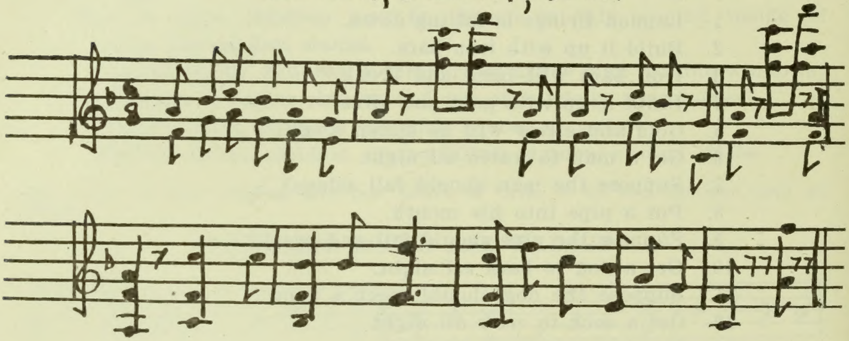
Second line—Take eight little running steps forward; stamp L and R on tick and tock.

Third line—Clap hands once on *"one."*

Fourth line—Eight steps back to place.

Fifth line—Swing pendulum and stamp as for first line.

DICKORY, DICKORY, DOCK



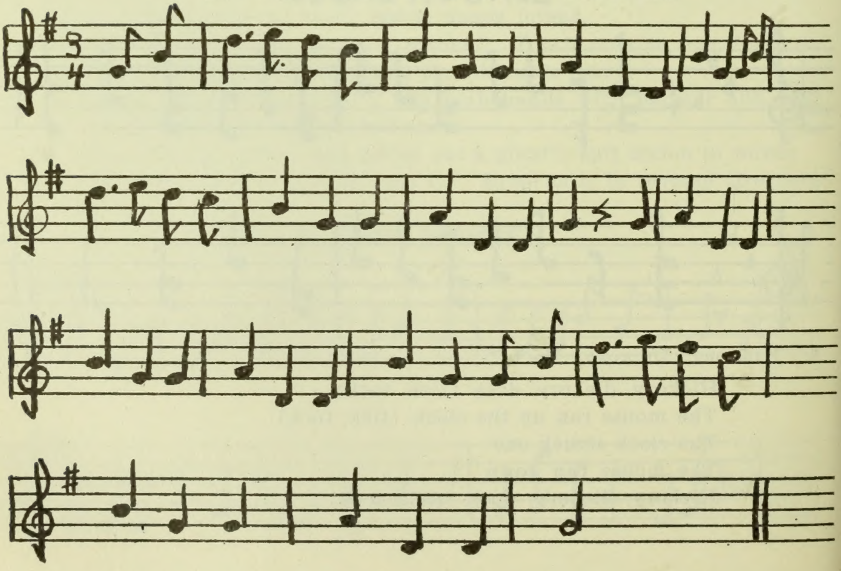
10. DID YOU EVER SEE A LASSIE? (*Words and Music Traditional*):

Either in circle or children standing beside seats.

One child leads, standing in front of room or in center of circle.

On words "Go this way and that way" make motions which other children follow.

DID YOU EVER SEE A LASSIE



1. Children in circle moving to left around "lassie."
   "Did you ever see a lassie, a lassie, a lassie,
   Did you ever see a lassie, do this way and that?"
2. Circle stands and imitates action done by "lassie."
   "Do this way and that way; do this way and that way;
   Did you ever see a lassie, do this way and that."

To take her place in center, "Lassie" chooses the child who guesses what activity was being imitated, and the game proceeds.

11. THE MUFFIN MAN:

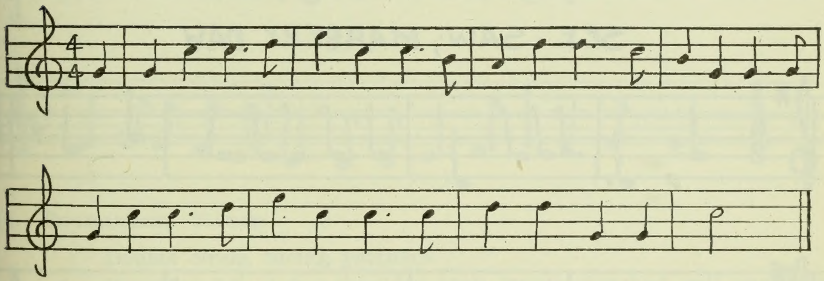
1. Oh, have you seen the Muffin Man,
   The Muffin Man, the Muffin Man?
   Oh, have you seen the Muffin Man,
   That lives in Drury Lane?
2. Oh, yes, I've seen the Muffin Man
   The Muffin Man, the Muffin Man
   Oh, yes, I've seen the Muffin Man
   That lives in Drury Lane.

Players in circle, hands joined, one or more in center.

Children sing verse while those inside skip around for first two lines. They stand still during third and choose a partner.

Second verse, those in center skip around and sing "two" "four," etc., "Have seen the Muffin Man." Continue until all have been chosen.

THE MUFFIN MAN



12. HUNTING:*

Oh, a-hunting we will go
A-hunting we will go.
We'll catch a little fox and put him in a box
And will not let him go.

Two equal lines, facing about 5 feet apart. During first four measures, head couple grasp hands and skip down and back between the two lines during last 4 measures, two drop hands and race around behind lines seeing who can get to foot first. Each goes behind his own line.

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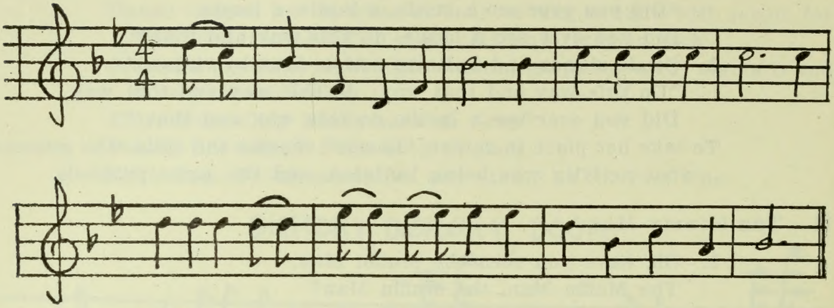
* From Bancroft's "Games for School, Home, Playground and Gymnasium," published by The Macmillan Co., New York. Used by permission.

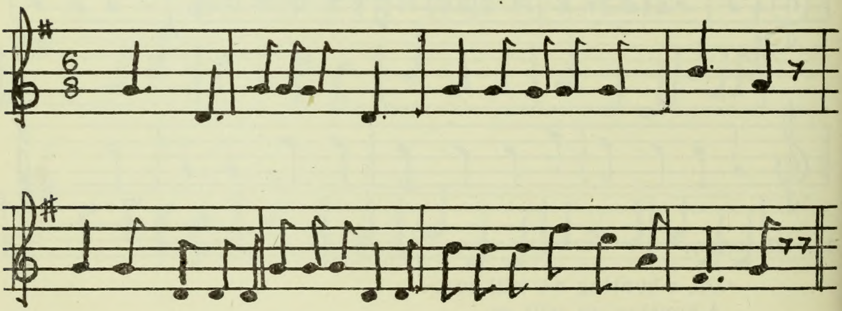
HUNTING



13. SEE SAW, MARGERY DAW:

1. "See-saw, Margery Daw."
   Double circle facing partner, both hands joined. Swing joined hands forward and back in line of direction: repeat
2. "Jack shall have a new master."
   Keeping hands joined, 4 slide forward in line of direction.
3. "He shall have but a penny a day."
   Shake R forefinger at partner, L fist under R elbow, R foot pointed forward.
4. "Because he can't work any faster."
   Four slide back to place.
   This can be done in a schoolroom, joining hands above desks.

SEE-SAW, MARGERY DAW



14. LOOBY LOO (*Tune Traditional*):

1. Here we dance Looby Loo
   Here we dance Looby Light
   Here we dance Looby Loo
   All on a Saturday night.
2. I put my right hand in
   I put my right hand out
   I give my right hand a shake, shake, shake
   And turn myself about.

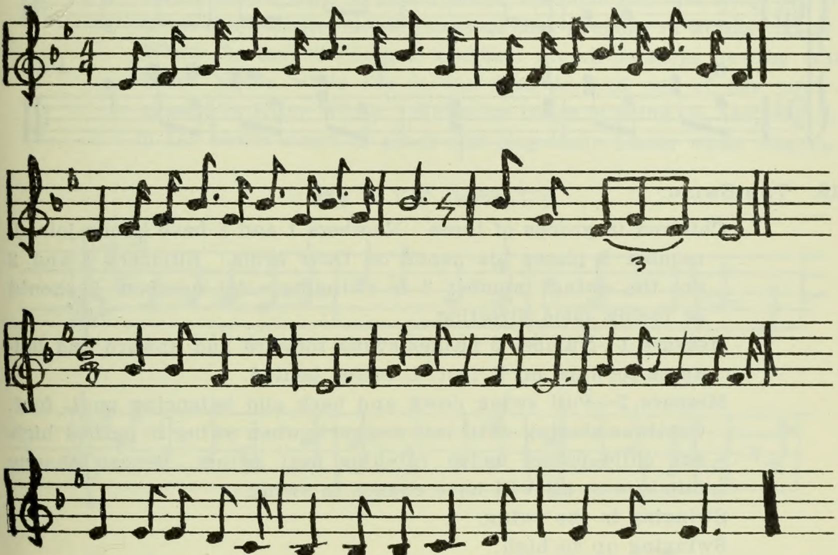
3. Repeat 1 between each verse.
4. I put my left hand in
5. I put my right foot in
6. I put my left foot in
7. I put my little head in
8. I put my whole self in.

Single circle, hands joined.

Slide around to right first three lines: stand still on fourth.

Suit action to words for each verse. Repeat 1st verse between 3d and 4th, etc.

LOOBY LOO



15. Shoemakers' Dance:

Double circle, facing partners.

Measures 1-2—Arms shoulder high, hands clenched, roll one arm over other three times. Reverse and roll over three times.

This represents winding the thread.

Measure 3—Pull hands apart by jerking elbows backward twice.

Measure 4—Clap hands three times.

Measures 1-3—Repeat.

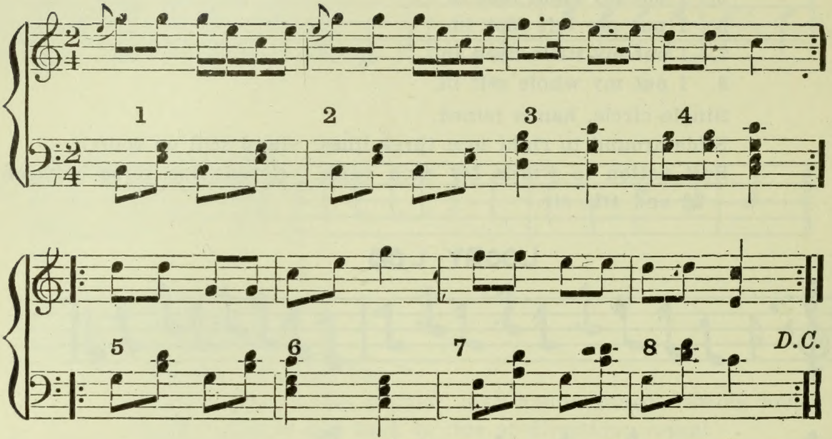
Measure 4—Hammer fists together. Driving the peg.

Measures 5-8—Join inside hands, outside hands on hips. Skip or simple polka step around room.

Repeat from beginning.

THE SHOEMAKER

Danish



16. The Swing:

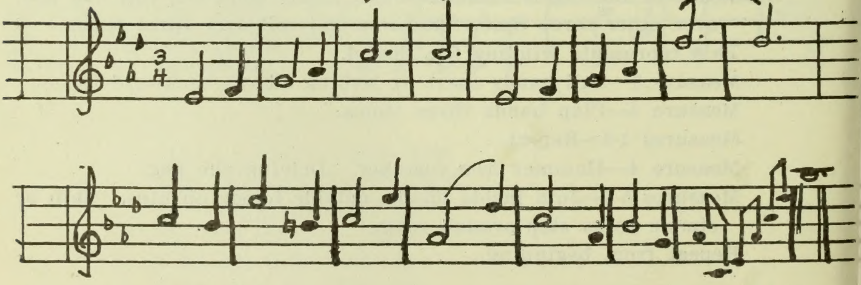
Children in groups of three. Numbers 1 and 2 have hands joined, number 3 places his hands on their arms. Numbers 1 and 2 are the swing; number 3 is swinging. All numbers 3 should be facing same direction.

Measure 1—Number 3 pushes swing forward and upward and balances forward on R foot, L raised behind.

Measure 2—Pull swing down and back and balancing on L foot. Continue singing until last measure, when swing is pushed high and child passes under, catching next swing. Repeat, change numbers so all will have chance to swing.

Swinging in the swing,
Swinging up so high:
We can almost bump our heads
Close against the sky.

THE SWING

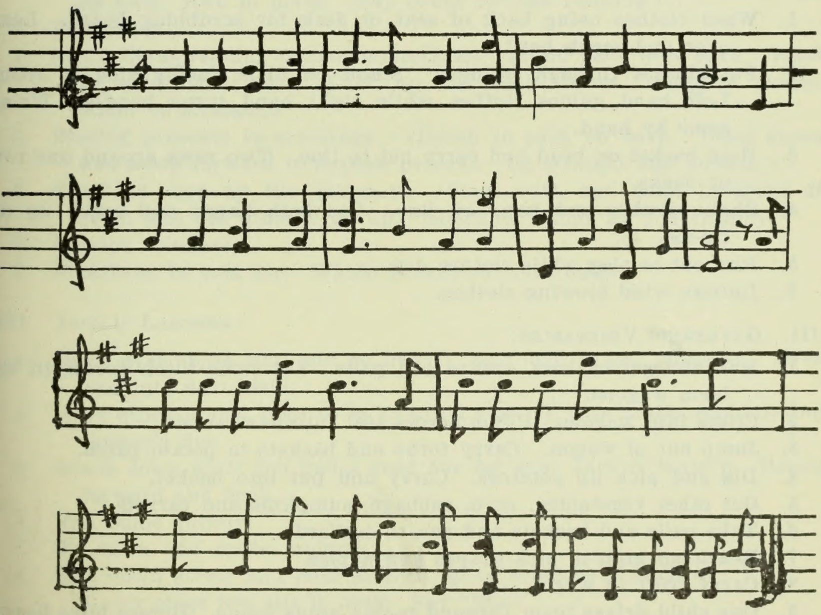


17. Kitty White:

1. Kitty White so slyly comes
To catch the Mousie Gray;
But Mousie hears her softly creep
And quickly runs away.
2. Run, run, run, little mouse;
Run all around the house;
For Kitty White is coming near
And she will catch the mouse, I fear.

One child is chosen for the Kitty, and one for Mousie. The other players move around to the left in single circle, hands joined, while Mousie Gray is in the center of the circle, and Kitty White is on the outside, moving around and peeping in at the mouse. When the second verse is reached, the circle stops moving and drops hands while the mouse runs in and out of the circle, chased by Kitty White. While the chase is going on, the players in the circle stand in place and clap their hands while singing.

KITTY WHITE



GRADE II

For Explanation of Types of Exercises, see pages 12, 13, 14.

STORY PLAYS

I. On a Farm:

1. Run from car to farmhouse. Each two rows run around one row of seats.
2. Pump cool water from well.
3. Feed chickens. Hold box in left arm, take grain out with right and throw over high fence.
4. Climb ladder into hay loft.
5. Pitch hay into stall below. With one foot forward lift hay with pitch fork and pitch into chute. Ram hay down with pitch fork.
6. Climb down ladder.
7. Run into house.
8. Tired, take deep breath.

II. Washing Clothes:

1. Wash clothes using back of seat or desk for scrubbing board. Lean over and scrub hard.
2. Put clothes through wringer. Stand on aisle, facing side of room. Left hand guides clothes while right hand turns handle. Wring some by hand.
3. Hold basket on head and carry out to line. Two rows around one row of desks.
4. Shake clothes and hang on line. Use both hands and reach up on tip-toe.
5. Run out to play while clothes dry.
6. Imitate wind blowing clothes.

III. Gathering Vegetables:

1. Run and get baskets, spades and pails. Let some hitch horses to big farm wagons.
2. Climb into wagons. Climb across seat into next aisle.
3. Jump out of wagon. Carry forks and baskets to potato patch.
4. Dig and pick up potatoes. Carry and put into basket.
5. Get other vegetables: corn, cabbage, pumpkins and carrots.
6. Take pails and baskets and run to orchard.
7. Reach up high to pick grapes and apples.
8. Carry fruit to wagon.
9. One child drives team (around room) going home. Horses have heavy load so others have to walk.

IV. Playing With Leaves:

1. Skip out to yard.
2. Bend knees and reach out to get leaves.
3. Put them on top of desk.
4. Have fight with leaves. Two rows facing.

5. Gather more piles.
6. Run into house for matches. Light match on bottom of shoe and set leaves afire.
7. Dance around fire.
8. When fire burns down make it bright by blowing it.

V. DECORATING CHRISTMAS TREE:

1. Make stand for tree. Get hammer, nails and saw. Walk rapidly to back yard. Knock boards from an old box. Saw boards, etc.
2. Carry stand and tree into house. Put tree in one corner of room.
3. Decorate tree with presents and candles.
4. Light candles.
5. Dance around tree.
6. Blow out candles.

VI. SANTA CLAUS'S VISIT:

1. Driving reindeer. (Sit on tops of desks if they do not tip. Backs straight, arms stretched out in front, hands holding reins. Alternately pull in and release reins. Say "Whoa" as you pull in.)
2. Warming feet. (Jump down from seats. Place hands on hips. Up on toes. Run in place. May count for the running.)
3. Breathing.
4. Santa Claus reading names on stocking. (Hold pack over back. Bend forward from hips. Look up and read names. Suggest names, stand up straight.)
5. Placing presents in stockings. (Reach to pack on back. Bend knees and stoop forward to deposit present. Up straight and stretch.)
6. Climbing rope up the chimney. (Start with one hand in front of chest and the other high up. Alternate hands as you climb.)
7. Driving reindeer.
8. Breathing in cold air. Watch breath as you exhale.

VII. JACK O' LANTERN:

1. Jump over stone wall and go quietly into field to get pumpkin. Over seat into next aisle.
2. Walk quickly, feet high so as to avoid rattling corn stalks and rousing farmer's dog.
3. Reach down until you find a good one for your Jack o' lantern. Reach forward and back.
4. Run home quietly.
5. Sit down and make lantern.
6. Run down street and hold lantern up to someone's window.
   Every other row sits in desk. Say "Boo."
7. Stoop down to hide so those inside can't see. Those inside look out.
8. Children with lanterns walk to next window with knees half bent so they won't be seen. Stoop and say "Boo."
9. Run home softly on tiptoes.
10. Blow out candles 3 deep puffs.
11. Repeat from 6 on with rest of children.

VIII. BROWNIES' PARTY:

1. Wind blows calling brownies.
2. Brownies run to party in woods.
3. Look up to see if moon shines and to see stars.
4. Raise arms to catch leaves as they fall.
5. Gather leaves and scatter.
6. Run through leaves.
7. Wind blows telling brownies party is over (breathing).

IX. MEMBERS OF THE FIRE DEPARTMENT:

1. Driving horses to fire. Different fire apparatus for each row of children. Gallop around the room. "Ready—go"; and back to seats.
2. Deep breathing to prepare for work. "In! Out!"
3. Playing water on flames. Feet apart, grasp hose in front, arms outstretched. Move arms slowly to left side, twisting the body somewhat—one! Sway over to right side—two! Repeat and try in rhythm, making a hissing noise to represent the noise of water rushing through nozzle.
4. Climbing ladder to window. Opposite hand and foot used. Left hand and foot used. Left hand and right knee up. Changing hand and knee-change! Again—one! two! Keep it up—begin!
5. Chopping window open. Feet apart, hands over right shoulder grasping axe, body twisted somewhat. Chop down—one! Swing to other shoulder—two! Keep it going ten minutes—go!
6. Throwing clothes out of window. Stoop down, pick up armful of clothes, etc.—one! Stretch up and throw out of window—two! Repeat.
7. Descending ladder.
8. Driving horses home. Slow trotting around room, holding reins in front.
9. Getting rid of smoke in lungs. In! Out!

X. MOVING DAY:

1. Select a few children to represent moving van with one child as driver. At given signal have driver bring van to front of room.
2. Load van with furniture. Some children can carry things to front of room while others pack them in van.
3. Stoop to roll up rugs. Climb on ladder and reach up high to get pictures.
4. Get barrels from the basement (cellar) and roll them out to the van.
5. Shake curtains and small rugs before putting them in van. Blow to represent wind carrying the dust away.
6. All loaded. Climb on van and drive to new house. Skip around room.
7. Unload van. Repeat some of the above and let children add other items.

XI. CLEANING HOUSE:

1. Open windows. Reach up to pull top ones down. Push up lower ones.
2. Roll up rugs. Stoop and walk forward a few steps as you roll rugs.
3. Carry rugs out of doors.

4. Shake small rugs. Beat others. Kneel on one knee. Use beater in right hand and then in left hand. May use beater in both hands.
5. Blow the dust away.
6. Run into house and sweep floors.
7. Get rugs and replace them on floor.
8. Wipe furniture with cloth. Reach up high to clean shelves.
9. Get dust out of lungs. Breathe in fresh air from windows.

XII. MOWING LAWN:

1. Push lawn mower around room or around one row of seats.
2. Run to tool house. Reach up to get rake and broom. Get wheelbarrow also. Wheel it to lawn.
3. Rake grass.
4. Stoop down and get armfuls of grass to put in wheelbarrow.
5. Wheel grass to back yard. Dump in pile.
6. Go back to get some heavy stones. Stoop to lift them.
7. Sweep sidewalk and put tools away.
8. Skip into house and get lunch.

XIII. SHOEMAKER AND ELVES:

1. Tired shoemaker works slowly making shoes.
2. Yawns, stretches and goes to bed.
3. Elves come dancing.
4. Elves make shoes. Wax thread, bore holes with awl, pound nails.
5. Elves dance away at daybreak.
6. Shoemaker goes to work and is surprised to see shoes all finished.
7. Shoemaker and wife make clothes for elves.
8. At night elves return, put on new clothes and dance in fairy circle.

*XIV. THE SAILOR:

1. Sailor Saluting. (Right hand above right eye, elbow out, upper arm on line with shoulder, body erect.)
2. Sailor Walking Out on Mast. (Arms sideward, take two or three long steps on toes. Turn and return to position.)
3. Hoisting the Sail. (Arms upward, take imaginary rope and pull down hard, bending knees (one foot in advance of the other) and stretching until sail is in place.)
4. Climbing Mast. (Both arms around mast, lift first one knee then the other (climbing motion) until top of mast is reached.)
5. Sighting land. (Put left arm around mast, shade eyes with right hand, bend forward right and look way off.)
6. Land is Seen; Sailors Happy. (Jump up and down clapping hands.)
7. Rowing (from Large Boat) in Small Boat to Shore. (Right foot forward, take oar in hands and row, using long strokes with arms and swaying body forward and backward.)
8. Pushing Small Boat up on the Beach. (Bend body forward, bending both knees (one foot in front of other), push boat taking two or three steps forward.)
9. Wind Blowing Sail. (Hands on hips, feet apart, body bent forward (slightly), lips in blowing position. Blow.)

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* From "Story Plays," Louise Wright.

*XV. GEORGE WASHINGTON:

1. A Great Soldier. (Stand very erect, then swing arms forward, then sideward, shoulder high, palms of hands up.)
2. Mounting His Horse. (Raise one foot high putting it into the stirrup, hands up holding saddle. Repeat same with other foot.)
3. Riding His Horse. (Each two rows gallop once around one row of seats.)
4. Crossing the Delaware With His Soldiers. (Head erect. Place right foot a long step forward. Raise and lower heels slowly, with the motion of the boat, up and down.)
5. Soldiers Looking for Enemy. (Bend body right, shade eyes with right hand, look far away. Same, bending left.)
6. Raising the American Flag. (Reach up first with one hand, then the other (pulling the rope), bend knees with arm movement.)
7. Saluting the Flag. (Look up at high flag. Salute.)
8. Giving the Bugle Call. (Hold imaginary bugle, with both hands near mouth. Breathe deeply, then give a bugle call.)

*XVI. THE JUNGLE:

1. Running Through the Jungle. (Bend body forward right, run few steps, look for animals, then bend body forward left, run few steps. Repeat until each row has run once around one row of seats.)
2. Looking for the Wild Animals. (Turn head right, then left. Repeat.)
3. The Tiger Leaping. (Face side of room, place one hand on desk and one hand on back of chair, bend knees deeply then jump over chairs to next aisle. Turn and repeat.)
4. The Giraffe. (Stand on toes, extend hands high overhead showing what a long neck the giraffe has.)
5. The Elephant. (Knees stiff, bend body forward, arms hanging down in front, palms together (imitating elephant's trunk) sway body from side to side keeping feet firm on floor, trunk swaying with body.)
6. The Bear Climbing a Tree. (Raise right knee at the same time curving arms high around imaginary tree (right arm above left), lower right knee and raise left. Alternate several times.)
7. The Lion Roaring. (Inhale. Exhale, making roaring noise of lion.)

*XVII. INDIANS:

1. Put on Moccasins. (Stand on one foot and raise knee of other leg, put moccasin on foot, using both hands. Repeat, standing on opposite foot.)
2. Get in Canoe and Paddle to Woods. (Spring up on end of desk facing side of room. Feet hanging in aisle. Hold paddle with both hands and paddle with long strokes on one side of the canoe, then change and paddle on the other side.)
3. Walk in the Woods, Looking for Bears. (Take long steps, bending knees and walking on toes, shielding eyes with one hand, turning head right and left, looking. Each two rows around one row of seats.)

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* From "Story Plays," Louise Wright.

4. Shooting Arrows. (Kneel on one knee, holding bow and arrow. Pull right elbow back, taking deep breath; shoot arrow and exhale with hissing sound of arrow going through air. Repeat, kneeling on opposite knee.)
5. Getting the Bear. (Two or three running steps forward, bend over from waist, pick up bear and throw it over back. Run backward to place. Put bear into canoe.)
6. Paddle Canoe Home. (Same as "Get in Canoe and Paddle to Woods.")
7. Jump Out of Canoe and Breathe. (Spring to standing position and take deep breathing.)

XVIII. SPRING PLAY:

1. Rolling Hoops. (Each two rows run around one row of seats, striking hoop with stick.)
2. Spinning Top. (Hands on hips, whirl around in place to right. Repeat to left.)
3. Playing Marbles. (Throwing marbles. Place one foot a little in front of the other, bending body forward and throw marble. Repeat, first right, then left hand.)
4. Jumping Rope. (Run two or three steps (in) then jump two or three times, run (out) three or four steps. Repeat exercise.)
5. Flying Kite (Look at kite up in air. Turn head left, bend head backward, look up. Same right.)
6. Squat Tag. (Stoop quickly, then come to standing position. Repeat.)
7. Blowing Feather in Air. (Bend head backward, blow imaginary feather.)

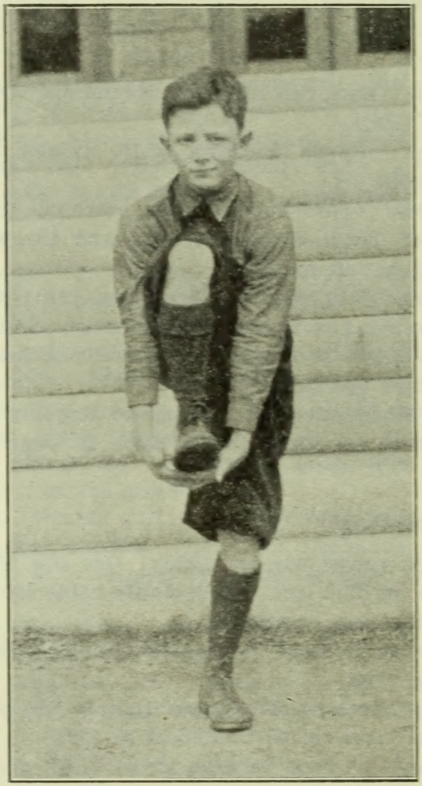
XIX. IMITATIVE ACTIVITIES:

1. Dog can trot or run slowly or quickly. One row at a time does each.
2. Bear can walk on hind legs. Walk slowly using arms for balance.
3. Cat goes quietly—run on tiptoes.
4. Elephants—hands in front to represent trunks: walk slowly swaying from side to side.
5. Rooster walk (hands on hips, bend L knee up, stretch leg straight forward and place on flood. Repeat R, etc.)
6. Frog hop—Hands on flood between knees which are bent. Take short and long hops around room.
7. Run like deer.
8. Blow up balloons.
9. Sway from side to side, feet apart, let hand slide down leg.
10. Walk on tiptoes (hands on hips).
11. Bouncing ball (jump up and down in place bouncing ball with hands. Some bounces are high, others not. Take three small jumps and one big one.)

GAMES AND CONTESTS

HAWK AND DOVE (Schoolroom or Playground):

Teacher chooses one child to be hawk and a second to be dove. Each child grasps teacher's hand. Teacher releases dove first who flies away. A few seconds later hawk is released and chases dove. Chase continues until teacher claps hands when dove tries to return without being caught. Dove remains dove unless caught, when he chooses another dove. Same for hawk.



"THREAD THE NEEDLE"

NUMBERS CHANGE (Schoolroom):

Each child is given a number. Child who is "it" stands in front of room. Teacher calls two numbers. Children whose numbers are called stand and change places. Child who is "it" tries to catch one of these players before he gets to his seat. Child caught is "it."

JUMP THE BROOK (Schoolroom):

Mark a space a few feet wide on floor. Children run and try to jump over "brook" just made. If successful they continue. If they get their feet wet they must return to their seats and are out of the game. When all have had one try, increase width of brook.

JUMP FENCE (Schoolroom):

Same, only use yardstick for fence. Raise it as soon as all have had one trial.

MEET AT THE SWITCH (Schoolroom):

Sides even, teacher standing in front of room holding eraser in each hand. One child from each side comes up and grasps eraser. Teacher lets go of both simultaneously. Children race around going to right when they meet. Child who first places eraser in hand of teacher wins. If one child fails to go to right other side wins.

ERASER RELAY (Schoolroom):

Rows even across room. Place an eraser on flood beside each child of outside row. At signal each child picks up eraser beside him, changes it from one hand to the other *above head* and puts down on floor in aisle between him and next child, who repeats. Row that gets eraser across room first wins.

MOVING DAY (Schoolroom):

Two adjacent rows play a game together. The first of May is moving time, and the seats are houses. One player is chosen to be "It" and he walks up and down the street between the two rows. The residents along the street change houses before and behind him and he tries to get a house while it is vacated. The seats not occupied and one more must be marked and not used in the game, so that there is at all times one person without a house. If the people do not move often enough the one who is "It" may number the players and then when he calls two or three numbers they must change places.

HOPPING RELAY (Schoolroom):

Even numbers in each row. At signal first child stands, holds one foot in hand, hops up and touches front of room and returns to place. As soon as he sits down second child repeats. If both feet are touched to floor row is disqualified.

NOTE. May race around rows as in Automobiles.

HOUND AND RABBIT (Playground):

Children stand in groups of 3's representing hollow trees, a rabbit in each tree. One extra rabbit with no tree and a hound. Hound chases rabbit who may take refuge in any tree but there may be but one rabbit in a tree. First rabbit must run and take refuge in some other tree. When hound catches rabbit they change places, the hound running away, the rabbit chasing.

GOOD MORNING (Playground; Schoolroom):

Players in a circle. One player goes around outside of circle and taps another player on the back. They run around opposite ways and on meeting on the other side of the circle they must stop and shake hands and bow and say "Good Morning" three times and then go in the same direction as before. The one reaching vacant place last must start a new game.

SQUAT TAG (Schoolroom; Playground):

Choose one player to be "It." Players stand in any irregular places. The one who is "It" tries to tag players, and they are free from being tagged as long as they hold a squatting position (knees bent). When the one who is "It" is not near they stand up again. Each player may use this way to escape being tagged three times, and then can escape only by running. Any one who is tagged is "It" and the game is repeated.

OVERHEAD RELAY (Schoolroom):

Even number in each row. An object is placed in front of desk in each row. At signal, first child passes object in *both hands over head.* Each child must touch object with both hands and pass overhead. When last child receives object he stands on right of desk and runs tagging front of room. When he is out of aisle players stand in right and move back one seat. Repeat until all are in original places. Count first place 5, second 3, 1st, 1. One point off each time child stands on left of own desk.

TWELVE O'CLOCK AT NIGHT (Tag game. Playground):

Mark off a fox's den in one corner and a chicken yard in another. Choose a player to be the fox and another to be the mother hen. The rest of the players are chickens. The mother hen arranges the chickens in a compact group and then leads them up close to the fox's den and inquires: "If you please, Mr. Fox, what time is it?" If he replies any hour except midnight, they are safe and may play about; the hen lets them play a moment and then gets them together again and, standing between them and the fox, asks the time again. When he replies "Twelve o'clock at night," they must run to the chicken yard, and the fox tries to tag one. The fox chooses a fox for next time, the mother hen chooses another player in her place, and the game begins again.

RHYTHMIC GAMES AND DANCES

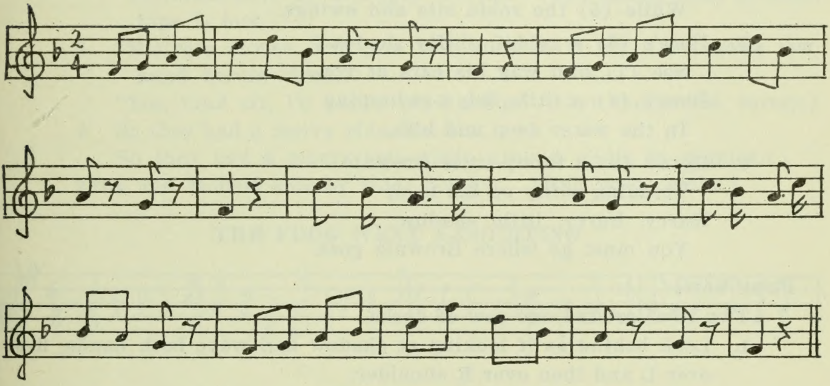
I. RABBIT IN THE HOLLOW (*German Folk Game from "Hansel and Gretel"*):

Rabbit in the hollow sits and sleeps,
Hunter in the forest nearer creeps,
Little rabbit, have a care
Deep within your hollow there:
Quickly to the forest
You must run, run, run.

Single circle, hands joined. One child chosen to be rabbit crouches in center; another, the hunter hides outside the circle. Determine where rabbit's home is so that he may be safe. Children forming circle move around to left while singing first 5 lines. Stand still on last line while rabbit breaks through circle and tries to get home. If he succeeds he may be rabbit again. If caught, he must return to circle and choose a new rabbit. Repeat.

For last line children may sing "Hop, hop, hop" or "Hide, hide, hide." If they sing "Hide, hide, hide," the rabbit crouches down in circle again and the children try to keep the hunter out of the circle.

RABBIT IN THE HOLLOW



II. MAZOO (*Traditional Southern Game*):

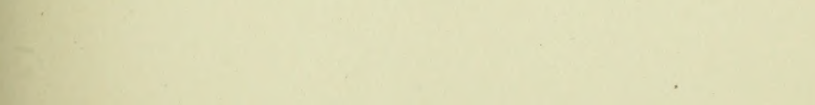
1. Go round and round the circle
   Mazoo, Mazoo:
   Go round and round the cricle
   My Susie Anna Sue.
2. Go in and out the windows.
3. Go wash your tiny windows.
4. Now let me see you hustle.

Circle joins hands. One child outside of circle. Child on outside skips around while children sing first verse. During second verse children in circle hold hands high, others skip in and out.

Third verse—skip around inside of circle pretending to wash faces of other children.

Fourth verse—children who have been skipping choose partners. All hustle. To "hustle," time and action same as for skipping in place but lifted foot is put down behind, crossing feet each time. Repeat from beginning. Continue until all are playing.

MAZOO



III. SHIFTY SHADOW:

1. Little (1) flitting shifty shadow,
   I would like to fly with you;
   We (2) will dance and skip together,
   Just what I do, you do too.
2. First, (3) we'll be a robin flying,
   Spreading wide his big brown wings;
   Then (4) we'll rest on waving tree tops
   While (5) the robin sits and swings.
3. Here's (6) a rabbit, shifty shadow;
   See (7) him wag his ears at you.
   Here's (8) a little fish a-swimming
   In the water deep and blue.
4. Here's (9) a funny little Brownie
   Treading softly on his toes;
   Hurry, hurry, little shadow,
   You must go where Brownie goes.

First Verse.

Two rows around one row of desks.

1. Look behind as if looking at shadow and wave both hands, first over L and then over R shoulder.
2. Eight skips forward.

Second Verse.

Facing front of room.

3. Extend arms at sides and wave in imitation of flying.
4. Place hands together and rest head on them.
5. Slight swaying of body from side to side.

Third Verse.

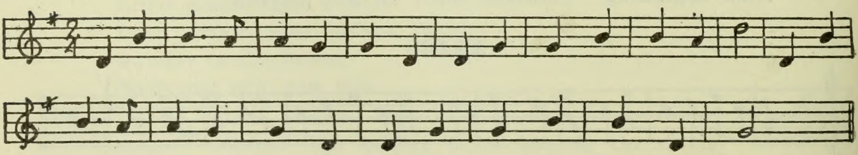
6. Place hands above head with all fingers closed except first two on each hand.
7. Wave fingers forward and backward.
8. Hands together in front of body, imitate fish swimming.

Fourth Verse.

Two rows around one row of desks.

9. Forefingers raised at either side of face and moved alternately up and down. Run around on toes taking short steps.

SHIFTY SHADOW

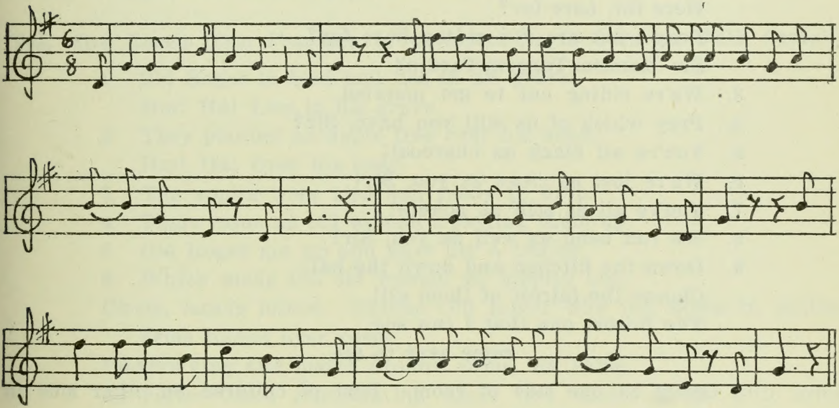


IV. FROG WENT A-COURTING (*Traditional North Carolina Folk Game*):

Single Circle, all hands joined.

1. Frog went a-courtin, he did ride, Um-hm;
   The frog went a-courtin, he did ride
   Sword and a pistol by his side, Um-hm.
   March around circle through verse 1.
2. Froggie came to Mousie's door, Um-hm. (Turn to face partner)
   "Mistress Mouse, are you within?" (Boy lifts hat high.)
   "Yes, kind sir, I sit and spin, Um-hm." (Girl spins, circle R hand, taps L foot.)
3. "Mistress Mouse, will you ride with me?" etc. (Boy bows low, hand across chest.)
   "Yes, kind sir, I'd happy be, Um-hm." (Girl makes low curtsy.)
4. So they had a merry ride, Um-hm;
   So they had a merry ride (skip around circle in couples.)
   Frog and Mousie side by side; Um-hm. (End with curtsy.)

THE FROG WENT A-COURTING



V. OATS, PEAS, BEANS (*Traditional North Carolina Folk Game*):

1. Oats, peas, beans and barley grows
   Oats, peas, beans and barley grows
   Nor you, nor I, nor nobody knows
   How oats, peas, beans and barley grows.
2. Thus the farmer sows his seeds (make sowing motion)
   Thus he stands and takes his ease (stand arms folded)
   Stamps his foot and claps his hands (stand and clap hands)
   And turns around to view his land. (Turn in place to right.)
3. Waiting for a partner
   Waiting for a partner
   Open the gates and choose one in
   Make haste to choose your partner.

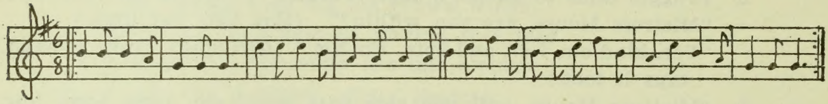
Circle, hands joined. Child chosen to be farmer stands in center.

1st verse—Circle around to left.

2d verse—Stand still making appropriate motions.

3d verse—Farmer chooses partner and enters circle again. Repeat from beginning.

OATS, PEAS, BEANS



VI. Three Dukes (*Traditional North Carolina Folk Game*):

Here come three dukes a-riding
A-riding, a-riding
Here comes three dukes a-riding
Sir Ransom-Tansom-Tardio.

2. Pray what are you riding here for?
Here for, here for?
Pray what are you riding here for?
Sir Ransom-Tansom-Tardio?
3. We're riding out to get married.
4. Pray which of us will you have, Sir?
5. You're all black as charcoal!
6. We're just as clean as you, Sir!
7. You're all as stiff as pokers!
8. We can bend as well as you, Sir!
9. Down the kitchen and down the hall
Choose the fairest of them all!
The fairest one that I can see
.... come over to me.

3 Dukes on one side of room. Rest of children on other side in line, hands joined.

3 Dukes advance and retire singing 2d verse.

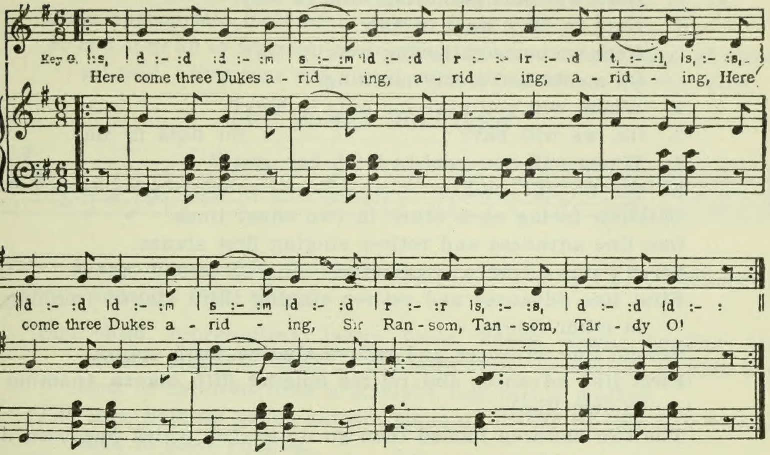
Line advance and retire singing 2d verse.

Dukes sing verses 3, 5, 7, alternating with the rest of the children who sing verses 4, 6, 8, bowing on 8th.

Dukes say "Down the kitchen, etc." naming person they wish to have.

Choose new Dukes or play "Here Come Four Dukes," etc.

HERE COME THREE DUKES


Key G.
Here come three Dukes a - rid - ing, a - rid - ing, a - rid - ing, Here
come three Dukes a - rid - ing, Sir Ran - som, Tan - som, Tar - dy O!

VII. OLD ROGER (OLD POMPEY) (*Traditional North Carolina Folk Game*):

1. Old Roger is dead and lies in his grave,
   Hm! Ha! Lies in his grave.
2. They planted an apple tree over his head,
   Hm! Ha! Over his head.
3. The apples were ripe and ready to drop.
4. There came an old woman a-picking them up.
5. Old Roger got up and gave her a thump.
6. Which made the old woman go hippity hop.

Circle, hands joined. Choose Old Roger who lies down in center, arms folded over chest.

Players sing and march around circle, 1st verse.

2d verse—Child representing apple tree enters circle with arms stretched out shoulder height, fingers extended.

3d verse—Tree moves fingers (apples falling).

4th verse—Child representing old woman comes in and picks up apples.

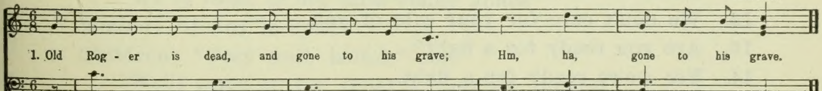
5th verse—Roger gets up and chases old woman.

6th verse—Roger lies down, old woman limps around circle.

Each child then chooses another to take his place and game is repeated.

OLD ROGER IS DEAD

ENGLISH.


1. Old Rog - er is dead, and gone to his grave; Hm, ha, gone to his grave.

VIII. NUTS IN MAY (*Tune, Mulberry Bush*):

Here we come gathering nuts in May.
1. Nuts in May, nuts in May.
Here we come gathering nuts in May
On a cold and frosty morning.
2. Whom will you have for nuts in May?
3. Oh, we will have .... for nuts in May.
4. Whom will you send to fetch her away?
5. Oh, we will send .... to fetch her away.

Children facing each other in two equal lines.
One line advances and retires singing first stanza.
Second line advances and retires singing second stanza.
First line advances and retires singing third stanza (naming child in other line).
Second line advances and retires singing forth stanza.
First line advances and retires singing fifth stanza (naming child in own line).
The two children named then go up to line which has been drawn, grasp right hands and stand with right toes touching. They then see which can pull the other across to his side of the line. The one that succeeds returns to his own line taking his captive with him.
Repeat, second line advancing singing first stanza.

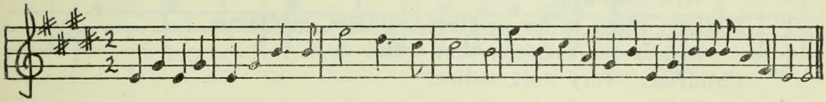
IX. ROMAN SOLDIERS (*Traditional Old English and North Carolina Folk Game*):

1. Have you any bread or wine?
For we are the Romans;
Have you any bread or wine?
For we are the Roman Soldiers.
2. Yes we have some bread and wine,
For we are the English:
Yes we have some bread and wine,
For we are the English Soldiers.
3. Then we'll have just one cup full.
4. No you shan't have one cup full.
5. Then we'll tell the king on you.
6. We don't care for your king or you.
7. Then we'll tell the Pope on you.
8. We don't care for your Pope or you.
9. Then we'll send our dogs that bite.
10. We don't care for your dogs or you.
11. Then we'll send our cats that scratch.
12. We don't care for your cats or you.
13. Are you ready for a fight?
14. Yes we're ready for a fight.

Equal lines facing standing about 10 to 12 feet apart. Draw chalk line half way between.

Romans advance and retire singing verses 1, 3, 5, 7, 9, 11, 13.
English advance and retire singing verses 2, 4, 6, 8, 10, 12, 14.
Make appropriate motions in verses 11 and 12.
At end step up to line and each grasp opponents right hand at signal all pull. Any that are pulled over line must go on that side.

THE ROMAN SOLDIERS



X. JENNY JONES (*Tune, Here We Go Round the Mulberry Bush, Traditional North Carolina Folk Game*):

One child, representing Jenny Jones, kneels down; another, the mother, stands in front of her with skirts spread out to hide her. Rest of children form a straight line facing mother.
The line, holding hands skips 8 steps up to the mother and 8 steps back to place singing.
We've come to see poor Jenny Jones.
Jenny Jones, Jenny Jones.
We've come to see poor Jenny Jones.
How is she now?
They stand still while mother imitating washing sings:
Jenny Jones is washing, washing, washing.
Jenny Jones is washing, you can't see her now
Children walk up and back 4 steps as before singing:
Very well, ladies, ladies, ladies,
Very well, ladies, gentlemen, too.

Throughout game children advance and retire, mother stands still making appropriate motions.

Children repeat first verse
Mother: "Jenny is starching"
Children: "Very well, ladies," etc.
We've come to see Miss Jenny Jones"
Mother: "Jenny is ironing"
Children: "Very well, ladies," etc.
We've come to see Miss Jenny Jones"
Mother: "Jenny is ill"
Children: "Very well, ladies,"
We've come to see Miss Jenny Jones"
Mother: "Jenny is dying"
Children: "Very well, ladies,"
"We've come to see Miss Jenny Jones"
Mother: "Jenny is dead"
Children: "Very well, ladies," etc.
"We'll come to the funeral, funeral, funeral,
We'll come to the funeral
Will that do?"

Mother: "You may come to the funeral, funeral, funeral
You may come to the funeral, that will do."
Children: "Very well, ladies,"
"We'll come in red
Red, red
We'll come in red
Will that do?"
Mother: "Red is for soldiers, soldiers, soldiers
Red is for soldiers, that won't do."
Children: "Very well, ladies,"
We'll come in blue," etc.
Mother: "Blue is for sailors, sailors, sailors,
Blue is for sailors, blue won't do."
Children: "Very well, ladies"
"We'll come in pink"
Mother: "Pink is for babies"
Children: "Very well, ladies"
"We'll come in yellow"
Mother: "Yellow is for jealousy"
Children: "Very well, ladies"
"We'll come in white"
Mother: "White is for weddings"
Children: "Very well, ladies"
"We'll come in black"
Mother: "Black is for funerals, funerals, funerals
Black is for funerals, black will do."

Six children pick up Jenny (who has fallen over) and carry her a short way. Mother and rest follow weeping. Then they put Jenny down. Jenny gets up and chases them. First two caught are Mother and Jenny.

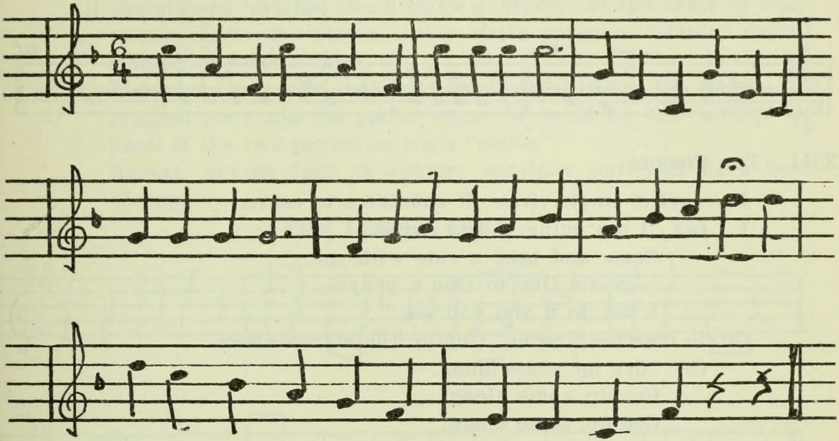
XI. PUSSY CAT:

Pussy cat, pussy cat (1)
Where have you been? (2)
I've been to London (3)
To visit the queen (4)
Pussy cat, pussy cat (5)
What did you there? (6)
I frightened a little mouse (7)
Under her chair. (8)

Single circle, hands joined. Cat stands in middle.
Lines 1 and 2—Children take four slides around to right.
Lines 3 and 4—Cat bows and sings lines.
Lines 5 and 6—Four steps in toward center, shaking finger at cat.
Lines 7 and 8—Cat whirls around, arms shoulder height as she sings.
Children run back to places.
Repeat 1 and 2, sliding to left.
3 and 4, 4 steps into circle.

5 and 6, stand still and sing.
7 and 8, cat whirls and joins circle.
Choose new cat and repeat.

PUSSY CAT, PUSSY CAT



XII. THE BRIDGE OF AVIGNON:

1. On the bridge of Avignon
They are dancing, they are singing
On the bridge of Avignon
They are dancing in a ring
Gentlemen do this way:
Then they all do this way.
2. Ladies all do this way
Then they all do this way.
3. All the priests do this way.
4. Soldiers all do this way.
5. Street boys all do this way.

Single circle, facing forward, hands joined.

1st 8 measures—skip around to left; at end of 8th measure come to stop and drop hands.

Measure 9 and 10—face partners as they sing "this way" make a bow as though removing a hat.

Measure 11 and 12—face opposite direction and repeat 9 and 10. Repeat measure 1-8.

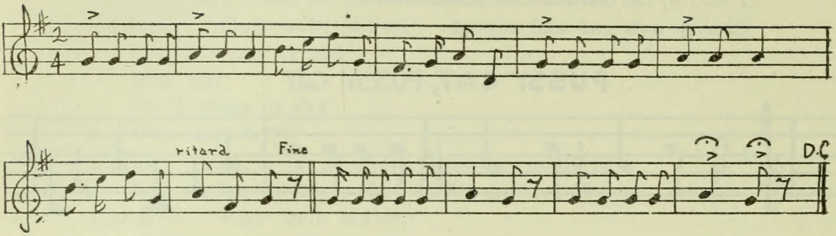
Measure 9 and 10—make courtesy to partner, 11 and 12, courtesy other way.

Continue repeating third time, put palms together fingers down and incline head.

Fourth time salute.

Fifth time, put thumbs in ears and wiggle fingers.

THE BRIDGE OF AVIGNON



XIII. THE CIRCUS:

In couples, single circle, R shoulders to center.

1. (a) "I am going to the circus.
Come and take a ride with me;
I should like to ride a pony—
I can do it you will see."

Circle marches around, singing the stanza above.

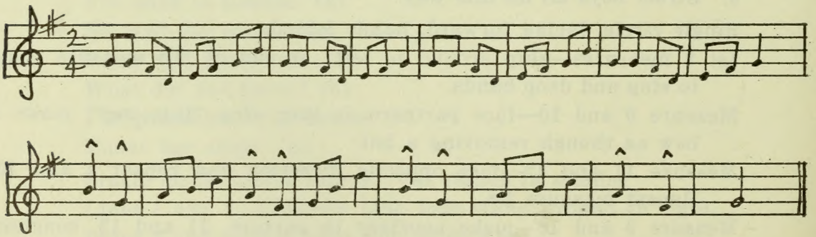
(b) "Gee up, come along.
Gee up, come along;
Gee up, come along;
Whoa—back—whoa."

One player of each couple is the "pony," and is driven by the player behind him; the pony stretches arms back to grasp the hands of the "driver," and the circle gallops or trots lightly until "Whoa," where all stand still; back one step; and stand.

2. When the words call for "elephant," all bend forward and swing clasped hands from side to side, imitating trunk; have movements slow and ponderous.
3. "Reindeer"; form horns by placing thumbs at side of head, spreading fingers; trot softly, as on snow.

Other animals may be added to suit conditions.

THE CIRCUS



XIV. THE LITTLE PONY:

Single circle, all facing center. One player in the center is the pony.

1. "Trot, trot, trot, through the pasture lot;
Though the road be rough and stony, trot along, my little pony;
Trot, trot, trot, trot, trot; through the pasture lot."

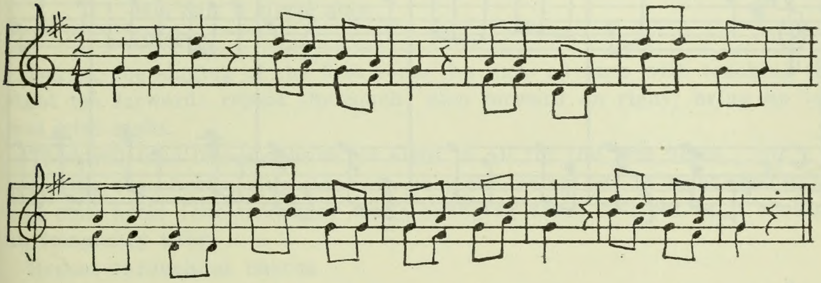
The center player trots around inside circle during the singing of the above verse.

2. Rest, rest, rest; you have done your best;
   To your stable I will lead you, and on corn and oats I'll feed you;
   Rest, my pony, rest; you have done your best.

All the players forming circle make a "stable" of the arms in front of the chest; the player inside circle enters a "stable" during singing of second verse.

1. Repeat as in 1, but there are two ponies inside the circle—the original pony and the player whom he faced for the "stable."
2. Each of the two ponies enters a "stable."
3. Repeat, having four in center; continue until all have been chosen.

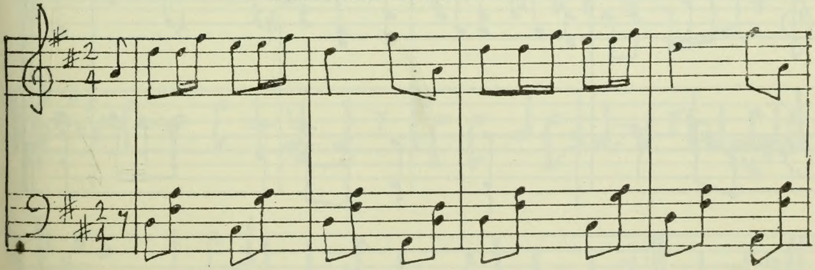
THE LITTLE PONY



*XV. SWEDISH RING DANCE:

Double circle R shoulders to center, boys on outside.
Measure 1-8 —16 walking steps forward.
Measure 9-16—skipping steps forward.
Measure 17-20—All join hands 8 slides right.
Measure 21-24—8 slides left.
Measure 25-28—Face partners, hands on hips, girls take 4 slides in toward center, boys 4 slides out, and back to place.
Measure 29-32—Lock right arm with partner, left arm held high 16 running steps around with partner.

SWEDISH RING DANCE



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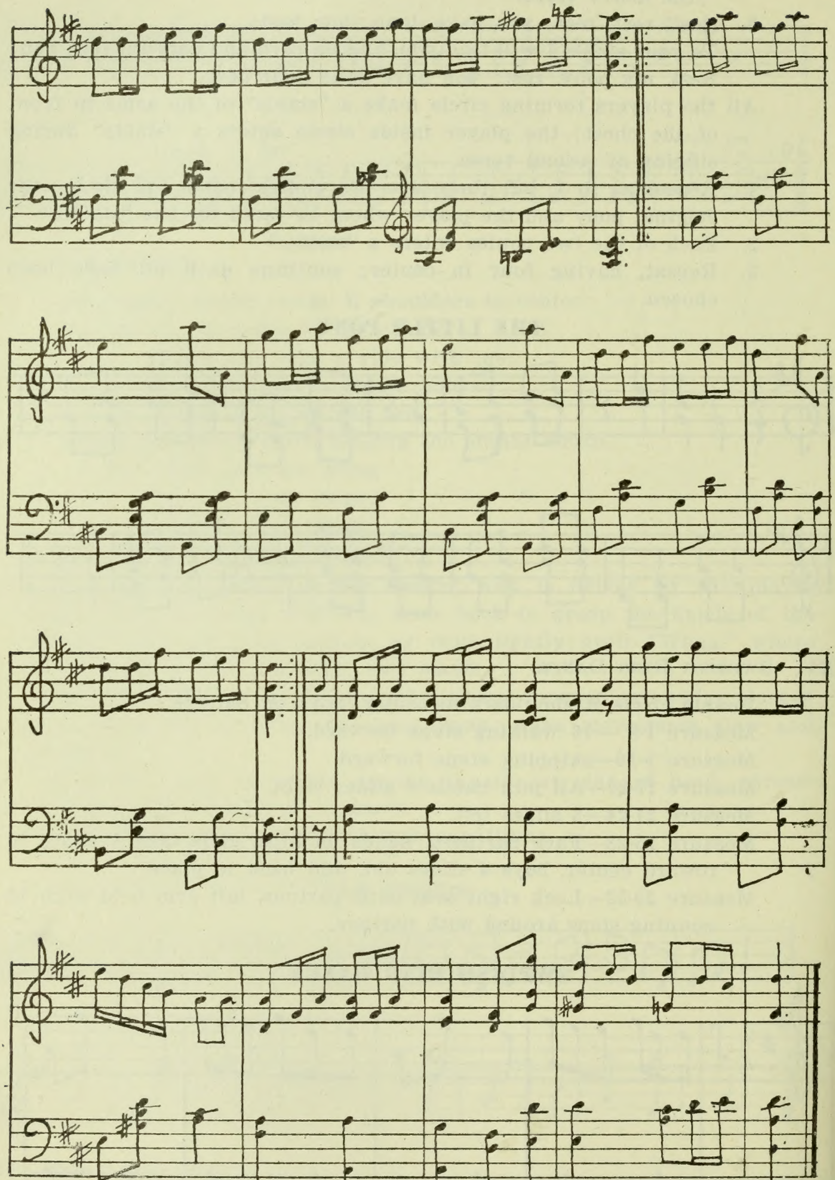


XVI. BABY'S BOAT:

Schoolroom game; lines facing forward, hands on hips.

1. "Baby's boat's the silver moon,
Sailing in the sky,
Sailing o'er the sea of sleep
While the clouds float by.

Chorus. Sail, Baby, sail,
Out across the sea;
Only don't forget to sail
Back again to me.

2. Baby's fishing for a dream,
Fishing near and far;
His line a silver moonbeam is,
His bait a silver star.
Chorus.

During the singing of the first verse the lines advance with touching the right toe forward; repeat the touch; step forward on right; bring up left foot with right.

This will take two measures, or eight in all for the first verse.

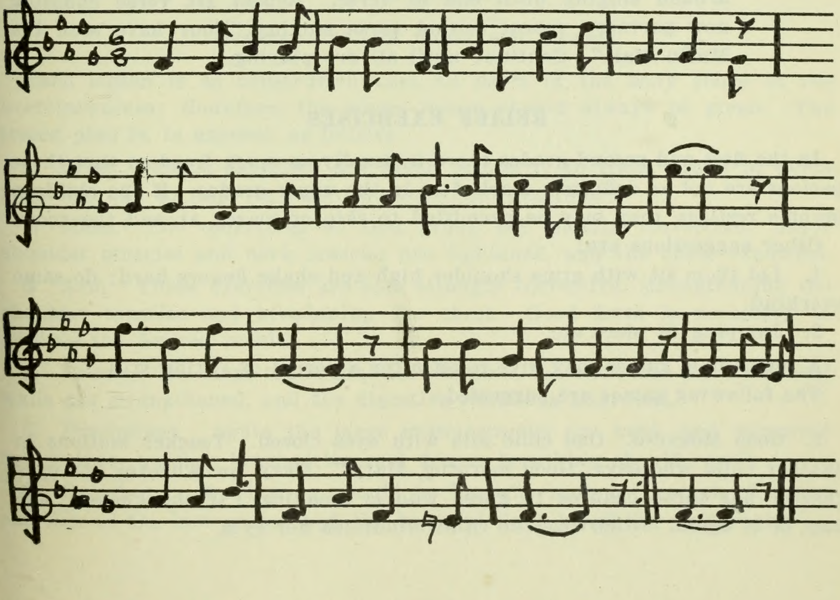
During the chorus, step sideways on right, bring left to right, and raise and sink heels (one measure) while swinging arms to right as if rocking an imaginary baby.

Repeat throughout chorus.

During second verse, same action as in verse 1.

Chorus as at first; then repeat chorus, humming softly.

BABY'S BOAT



XVII. POP GOES THE WEASEL:

(For music, p. 95.)

A penny for a loaf of bread
A penny for a needle;
That's the way the money goes
Pop goes the Weasel.
Up and down the village street
In and out of Eagle;
That's the way the money goes
Pop goes the Weasel.

Circle, hands joined.

One child skips around inside of circle for first 6 measures and stops in front of partner.

Measures 7 and 8—They both jump and land with R foot forward, heel touching, repeat L R L.

First child now places his hands on his partner's shoulders and they skip around for measures 9-14 and stop in front of another.

Measures 15 and 16—Repeat 7 and 8. Continue until all are playing. More than one child may be in center at beginning.

XVIII. MUFFIN MAN (Schoolroom form):

(For words and music see p. 29.)

Four children are selected who go to different corners of room. Children in their seats sing first verse while children in corners skip up and choose partners. They lead partners to corners singing "Two have seen the Muffin Man," etc. When they get to corners skip around singing until end of verse. Repeat 1st verse choosing new partners, repeat second verse singing "Four have seen the Muffin Man." Continue until all are playing.

RELIEF EXERCISES

In the first and second grades there is usually so much freedom that these periods are not as definitely marked as in the upper grades. If the children become restless, they may be permitted to skip or march around the room.

Other suggestions are:

1. Let them sit with arms shoulder high and shake fingers hard; do same overhead.
2. Jumping in place etc.

A few simple games may give relief after a period of sitting still.

The following games are suggested:

I. GOOD MORNING. One child sits with eyes closed. Teacher motions to another child who says "Good morning, Mary." Mary (or whoever has eyes closed) has three chances to guess who is speaking. If she guesses, she may be it again. Otherwise the child blindfolds her eyes.

II. HUCKLE BUCKLE BEAN STALK. All children close eyes but one. He hides an object and then takes his seat. Rest of children look for object. When one sees it he pretends to look farther, then quietly takes seat and says, "Huckle, buckle bean stalk." Rest continue search. First one to see object hides it to next time. It will shorten game to have several children searching at once.

III. CHARLIE OVER THE WATER. One player stands in center. Rest make circle and say "Charlie over the water, Charlie over the sea, Charlie caught a blackbird and can't catch me." As they say the last line all stoop. Charlie tries to tag them. One tagged must be Charlie. If there are many players, have more than one child in center at beginning.

The following imitative activities are suggested for use during Relief Periods:

1. Run like a cat—quietly.
2. Gallop like horses.
3. Walk like an elephant—hands clasp low in front swinging from side to side.
4. Walk like a bear—hands on floor, slowly lumbering from side to side.
5. Jump like a frog—hands on floor, arms between knees jump forward.
6. Rabbit hop—knees bent, backs flat, hands held up to represent paws, hop in this positon.
7. Birds flying—arms shoulder height, raise and lower.
8. Aeroplane propeller—large arm circles. Wings—keep arms shoulder height, tip body from side to side.
9. Ducks. Sit on heels, hands on knees: waddle forward.
10. Jumping imaginary rope.
11. Stunts.

GYMNASTICS

GENERAL PLAN OF GYMNASTIC LESSON

Each lesson is so constructed that all parts of the body share in the exercise-values; therefore, the whole lesson should always be given. The lesson plan is, in general, as follows:

1. Order. These exercises are given primarily to train pupils in quick response, and to improve neuro-muscular coördination.

2. Head. The objectives of this group are mainly corrective; upper shoulder muscles and neck muscles are tightened, and the chest expanded.

3. Arm. These exercises are also strongly corrective, strengthening the shoulder muscles and broadening the chest. Good form is necessary to produce the desired result.

4. Trunk. The large trunk muscles are used, the back and the abdominal walls are strengthened, and the digestive functions improved.

5. Precipitant. Again the large muscle-groups are used, and improved muscle-tone, quicker heart-action and deeper breathing should result.

6. Breathing. Respiration should be brought back to normal after the exertion of the last group, and the habit of deep breathing encouraged.

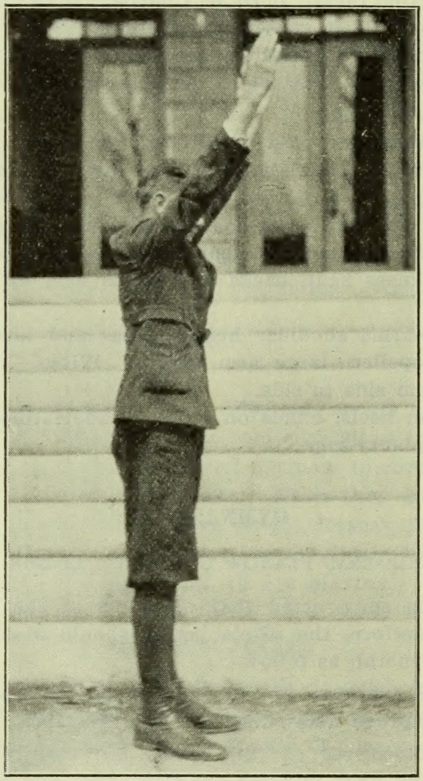
DIRECTIONS FOR TEACHING GYMNASTIC LESSON

1. Have windows open and coats off; face windows for breathing exercises.

2. Insist on quiet feet; noise and stamping are unnecessary, even in street shoes.

3. The lesson must be memorized: a small card may be held as a memorandum, but no teacher can successfully teach any subject when she has to keep her attention on her book.

4. All breathing exercises are to be done with mouths closed.



INCORRECT ARM STRETCHING UPWARD, WITH COAT

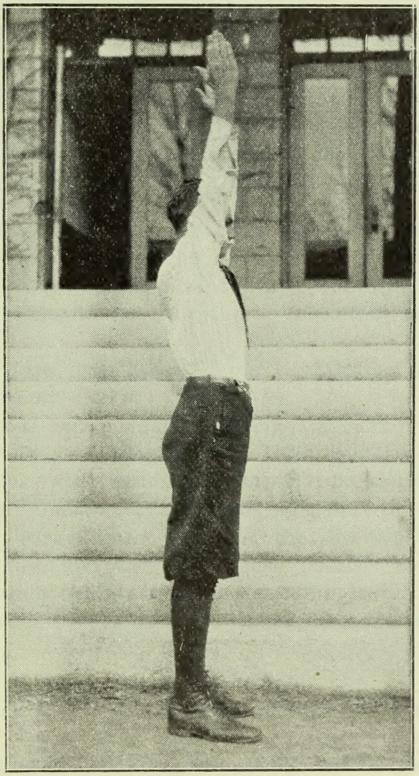
5. In correcting poor positions, never say "shoulders back"; not the shoulders, but the whole trunk, is wrongly poised. Say "chest broad, waist in," or "stand tall, knees straight."

6. Exercises done on one side must be done an equal number of times on the opposite side.

7. When the gymnastic lesson is given two or three times a week, using health talks, contests and rhythmic work on the alternate days, one program is used for two weeks, varied with different games.

8. "Atten—*tion*." Head high; chest broad; hands at side, stretched downward; heels together, with toes slightly turned out, not more than forty-five degrees. A smart and convenient way for children to reach this position from their seats is in two counts; *one*, right (or left) foot in the aisle, preparatory to rising; *two*, class stands at "attention."

9. "At ease." This is not necessary after each exercise, but may be given when rest is required, or when any explanation is needed. The left (or right) foot is carried about a foot-length to the side, weight being equally distributed between feet.



CORRECT ARM STRETCHING, WITHOUT COAT

10. Every exercise must begin and end with the fundamental standing position. The command "po—sition" is used to get the child back to the starting position, from any gymnastic position of feet or arms.

11. Demonstrate an unfamiliar exercise, but do not accompany the children in their work; if the full educational benefits are to come from the lesson, it must be taught from commands, not from imitation.

12. Each command has two parts, preparatory and executive. The preparatory part explains the order; the executive gives the signal for its performance. In the command "Left foot forward—place!" the dash separates the preparatory and executive sections. The preparatory part of the command is given in an ordinary conversational tone; a distinct pause must always come before the executive part, which is given in a crisp, emphatic, decisive manner.

13. Repetition. Arm exercise may be repeated 8 to 10 times; leg exercises, 12 to 16; breathing, not more than five times. The lesson must have snap and vigor. Never repeat an exercise to the point of losing the interest of the class. It is much better to work for effort and for good spirit than to drill on an exercise until every child can execute it perfectly.

14. If the children are old enough to have developed sex-consciousness, it may be desirable to have the Physical Education lessons done with boys on one side of the room, girls on the other. Assign seats for gymnastic lessons, taller pupils at rear of line; have desks cleared; command "change seats for gymnastics," and have boys pass to front of room, girls to rear, in taking temporary seats.

GRADE III

For Explanation of Types of Exercises, see pages 12, 13, 14.

GYMNASTICS

General Plan of Gymnastic Lesson, page 57.
Directions for Teaching Gymnastics, pages 57, 60.

Time for Physical Education should be divided between health lessons, games, gymnastics, rhythmic exercises, athletic contests, and efficiency tests such as the Badge Tests decribed by the Playground and Recreation Association bulletins. A new lesson in gymnastics is to be started every two weeks. Every lesson is begun and ended with "Best sitting position."

LESSON I

1. Order. Drill in directions of right and left. "To the right—*turn!*" facing each of the four sides of the room.

2. Arm. Hips—*firm;* hands placed firmly on hip bones, not waist line, thumbs to the back, fingers close together. Po—*sition* hands brought smartly down to sides.

3. Leg. Hips—*firm;* feet apart—*jump* (lightly, catching weight on balls of feet); feet together—*jump.*

4. Splitting wood; swing hands over right shoulder, as if grasping axe; on count *one,* swing axe between feet, bending forward from hips; *two,* straighten body and swing hands again over right shoulder.

Repeat an equal number of times, bringing hands to left shoulder.

5. Precipitant. Fire Engine. Number the rows; have signal given with bell or handclapping, and the row whose number is signalled rises and gallops lightly around outside aisle and back to seat.

6. Hands on lower border of chest—*place;* breathe in, *one;* out, *two.*

LESSON II

1. Order. Touch R foot, tiptoe only, forward—*one;* replace, *two.* Repeat to left.

2. Arm. Chest—*firm;* make two level shelves by placing thumb against chest, palms down and horizontal, wrists and fingers straight, hands well apart on chest. Po—*sition.*

3. Leg. Hips—*firm;* raise heels eight counts—*go.*

4. Trunk. Raising Flag. Right hand high over head, left in front of waist; pull down right arm and bend knees, *one;* raise left arm high and straighten knees, *two.*

5. Precipitant. Hips—*firm;* jump lightly on toes 10 counts—*go* (may be taken one row at a time).

6. Sitting, hands on near corner of desks; head high; deep breathing, *one,* (chin drawn in and chest broadened); *two.*

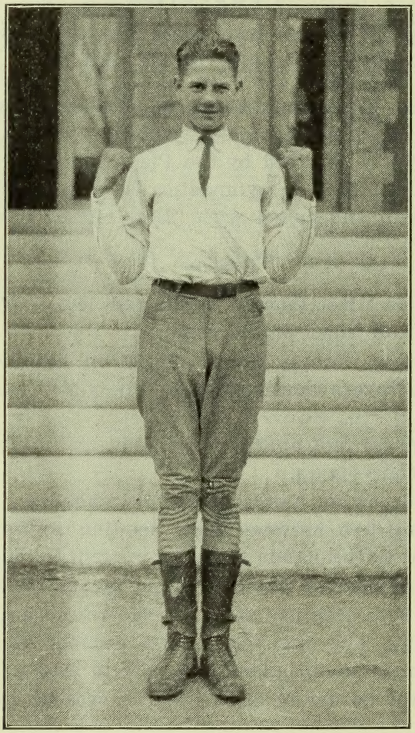
LESSON III

1. Order. Quick change between hips—*firm* and chest—*firm*.

2. Arm. Chest—*firm;* fling arms sideways, *one* (fingers straight, palms down, hands shoulder high); return, *two*.

3. Leg. Hips—*firm;* feet apart—*jump;* heels raise, 8 counts—*go*.

4. Trunk. Splitting wood; see Lesson 1, Grade III.



"SHOULDERS—FIRM!"

5. Precipitant. Hips—*firm;* feet apart *jump;* together—*jump;* continue lightly ten counts—*go*. (One row at a time.)

6. Raise arms sideways shoulder high and breathe in—*one; two*, lower arms and breathe out.

LESSON IV

1. Order. Marching in place; mark time—*go* (foot raised clear of floor, toe pointing downward); class halt; *one—two*. (Two steps in place after the word *halt*.)

2. Arm. Head—*firm* (hands on back of head, finger tips touching wrists straight, elbows back, chin well in).

3. Leg. Hips—*firm;* Bouncing balls, turning right; 4 counts—*go;* (Take three soft light jumps in place, hardly leaving floor; turn to right on fourth jump. The first three are "getting up steam"; the fourth jump is more vigorous.) Again to right—*go.*

4. Trunk. See-saw. Three children to a see-saw; the center standing with arms stretched out at side, being the plank, and the two other players, each holding with both hands to the end of the see-saw, are the riders. On count *one*, the center player bends to right, as the rider on that side bends his knees almost to sitting position; on *two*, the right-hand player stands erect as the one on the left bends knees. The music to the familiar Mother Goose rhyme may be used for the rhythm to this exercise.

5. Precipitant. Skip on tiptoe, one row at a time, around room.

6. Hands on lower ribs, broaden chest and breathe in, *one; two.*

LESSON V

1. Order. Quick change between hips—*firm*, chest *firm*, head—*firm.*

2. Arm. Chest—*firm;* fling arms sideways and raise heels—*one; two.*

3. Leg. Hips—*firm;* deep knee bending (the children call it "growing little") bend knees, heels off floor, *one;* stand erect, *two.*

4. Trunk. Throwing snowballs; pick up snow from between feet, *one;* mould balls, *two;* throw at some object in front of room, *three.* A child may be chosen for a snow man, and his arms, head and legs knocked off in succession.

5. Precipitant. Run on tiptoe, one row at a time, around room.

6. Sitting. Chest—*firm;* breathe in, *one;* out, *two.*

LESSON VI

1. Order. Review the march in place and halt (see Lesson IV).

Mark time; *go;* then forward, *march;* class halt—*one; two.* Take two steps after the word *halt;* bringing heels together on *two.*

2. Arms. Circle arms overhead—*one* (raise arms sideways overhead and place R hand above L, both palms down, *two*, lower arms sideways to position.

3. Leg. Arm raising sideways with heel raising, *one; two.*

4. Trunk. Cranking automobile; stoop and make large circle outward, first with right arm, then with left.

5. Precipitant. Hips—*firm;* jump with feet astride and together, twelve counts—*go.* (See Lesson III.)

6. Sitting. Head—*firm;* broaden chest and breathe in—*one; two.*

LESSON VII

1. Order. One step forward—*one* (step forward on left foot); *two*, bring up right foot to left, heels together.

2. Head—Arm. Raise right arm sideways, turning head to look at tips of fingers—*one;* return, *two.* Same to left.

3. Leg. Chest—*firm;* deep knee bending ("growing small") *one; two.*

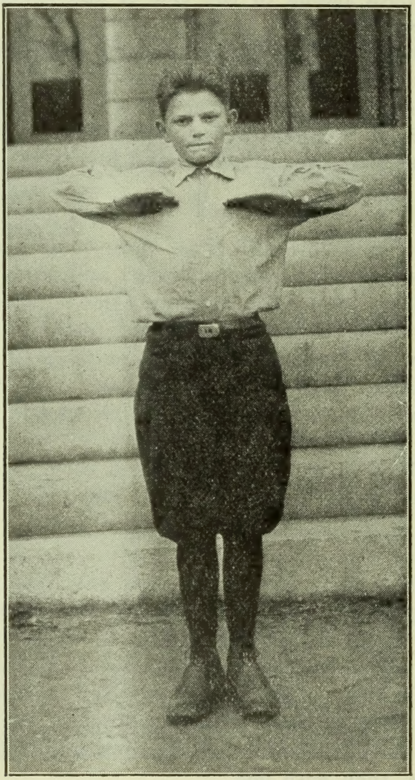
4. Trunk. Raising Flag. (Lesson II, Grade III.)

5. Precipitant. Marching game, "Follow my Leader."

6. Hips—*firm;* heel raising and deep breathing; *one; two.*

LESSON VIII

1. Order. Quick drill in directions, as in Lesson I.
2. Arm. Shoulders—*firm;* fists clenched tightly and held on outside of arm, not touching shoulder; wrists straight; elbows close in.
3. Leg. Head—*firm;* feet apart—*jump;* raise heels 10 counts—*go.*



"CHEST—FIRM!"

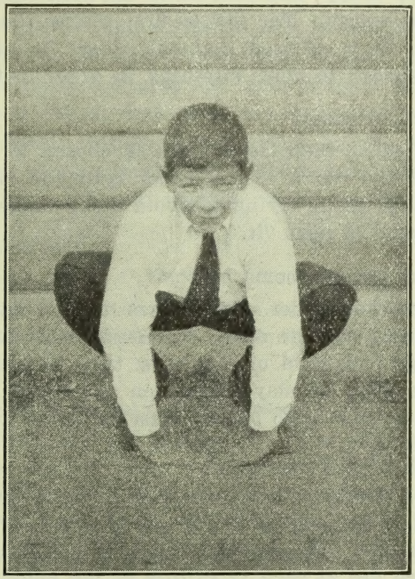
4. Trunk. "Crow Hop"; bend knees and clasp ankles; hop forward 6 times in this position. (One row at a time.)
5. Precipitant. "Fire Engine"; see Lesson I.
6. Arm raising sideways and heel raising with deep breathing *one; two.*

LESSON IX

1. Order. Quick changes of arm positions, insisting on good form.
2. Arm. Arm raising sideways, with head twisting to R; *one; two.* Take with deep breathing. Repeat to left.
3. Leg. Bouncing Balls; see Lesson IV.
4. Trunk. Feet apart—*jump;* bend and clasp both hands to L (R) ankle, *one; two.* (Keep knees straight.)

5. Precipitant. "Crossing the Creek"; mark with chalk a space about three feet wide in front of the teacher's desk; have one row at a time run around outside aisle, jumping across space marked out.

6. Chest—*firm;* heel raising and deep breathing—*one; two.*



"RABBIT HOP"

LESSON X

1. Order. Marking time and marching; alternate rows face back of room, so that two rows of children march around one row of seats.

2. Shoulders—*firm;* arms sideways stretch, *one—two.*

3. Leg. Arm circling and heel raising—*one—two.*

4. Trunk. "Rabbit Hop"; bend knees and place hands, palms down, on floor between knees, fingers pointed inward; advance by moving hands forward, then bringing up feet with a little jump.

5. Precipitant. "Jumping the Fence"; like "Crossing the Creek," Lesson IX, except the children jump over a yardstick or blackboard pointer held about ten inches above floor.

6. Sitting. Chest—*firm;* arm flinging sideways with deep breathing *one; two.*

GAMES AND CONTESTS

FINGER CIRCLE RACE (Schoolroom):

Draw small circles on the board, one in each corner, so that four children are running at a time. Each child stands with his finger in a circle, right shoulder to the board. At the signal, all run around the room in the same direction, each child touching every circle as he passes it. The child first reaching his own circle wins the game.

I SPY (Schoolroom):

One child is selected to hide some small object, such as the top to an ink well; several of the children are meanwhile sent out into the hall. When they enter to search for the hidden object, the first one who sees it says, "I spy" and returns to his seat, while the other players continue to search. The player first seeing the object may hide it next time. It is advised that the object be hidden where it will not be necessary to move anything in order to find it.

EXCHANGE TAG (Schoolroom):

Children are seated at their desks; one is chosen to be "it," and stands in front of the room. The teacher calls the names of two pupils, who exchange seats, trying to avoid being tagged by "it." The one who is tagged is next "it."

FOLLOW THE LEADER (Schoolroom):

One player is chosen as leader. The others form in single file behind him, and imitate all that he does. The leader may march, skip, walk on all fours, go backward or sideways, turn around while walking, or hop on one foot; he may assume on the march any position of the arms. Whoever fails to follow, must go to the foot of the line.

GOING TO JERUSALEM (Schoolroom):

Place a book or a chalk-mark on one desk. Players march in and out of aisles, and at the signal (a tap on the bell, or a clap) each tries to secure a seat. The marked seat may not be used. An additional seat is ruled out at each repetition of the game.

ERASER RELAY (Schoolroom):

Place an eraser on the front desk in each row. At the signal, the eraser is passed backward overhead, being touched by each child in succession; the player in the last seat runs forward with it, coming up on the right-hand side of the seats; the first child replacing the eraser on the front seat wins for his row. Each child then moves back one seat, the player who has just run taking the front seat. Continue until every child has had a turn at the rear seat.

STEALING STEPS (Playground; schoolroom):

One player, standing in front of the class, hides his eyes and counts audibly to ten; a player in each aisle has been chosen to start from the back of the room and comes forward as rapidly as possible, but must be motionless when the one in front, having counted ten, uncovers his eyes. Any player seen to move must return to the back of the room. The player first reaching the front wins one point for his row.

DUCKS FLY (Schoolroom):

The leader calls rapidly "Ducks fly," "Chickens fly," "Robins fly," etc., and children raise and lower arms once when the name is called of some animal that can fly; when a player raises arms at the command "Pigs fly," he is caught and must take his seat. The row having the largest number of players standing after two minutes of the game, is the winner.

BIRD-CATCHER (Playground):

A nest is marked out in one corner, a den in the opposite corner. One player is chosen for the bird-catcher, another for the mother-bird. Each row of players choose the name of some bird. When the name of one row is called, they must run to tag the rear wall and try to reach the "nest" before being tagged by the bird-catcher. Birds tagged must remain in the cage. The same catcher serves through one game, unless the children play better with two catchers.

POISON SNAKE (Playground):

Players form circle about a stick or some object that is "poison"; the players try, by means of pushing or pulling each other by the clasped hands, to make some player touch "poison," when he has to drop from the circle.

MOTHER MAY WE GO OUT TO PLAY (Playground):

One player is chosen for the mother, the rest are children, and scatter about; the mother calls "Children, come home"; the children answer in chorus, "no, we won't"; the mother calls "I'll send a bear after you"; to which the children reply, "we don't care"; after many more animals have been threatened, the mother says "Well, I'll come myself after you," at which she chases the children, who as fast as they are tagged must return home. The first player tagged may help chase the others.

HILL DILL (Playground; 10 to 30 or more players):

Two parallel boundary lines are drawn from thirty to fifty feet apart; or the game is often played between the curbings of a street, which serve as boundaries. One player is chosen to be "it," and stands in the center. The other players stand in two equal parties beyond the boundary lines, one party on each side. The center player calls out, "Hill, dill! come over the hill!" The other players then exchange goals, and as they run across the open space the one in the center tries to tag them. Any who are tagged assist him thereafter in tagging the others.

THE BOILER BURST (Schoolroom game; any number of players):

The seats are arranged so that there is one more player than there are seats. This extra player stands at the front of the room and begins a story. At its most dramatic point, the narrator says "and then—the boiler burst!" when all players must change seats, while the narrator tries to secure a seat for himself. The game continues, with the odd player as "it."

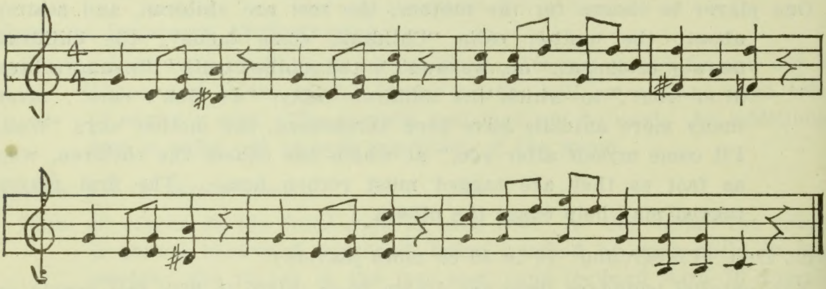
RHYTHMIC PLAYS

BEAN PORRIDGE HOT.

Players in couples forming circle, right shoulders to center. Inside hands joined with partner.

1. Heel-toe polka around circle, 8 measures.
2. Face partner. "Bean porridge hot," clap hands to sides, clap own hands, and clap both hands with partners' in succession. "Bean porridge cold," repeat as before. "Bean porridge in the pot," clap hands to sides, clap own hands, clap R hand with partners', clap own hands; "nine days old"; clap L hand with partners', clap both own hands, clap both hands to partners'.
   Continue, to finish course.
3. Join both hands, facing partner. 2 slides in line of direction around circle; tap feet three times. Repeat slides, moving in opposite direction; tap feet three times.
   Repeat 3.
4. Repeat chorus, fig. 2.

BEAN PORRIDGE



***CHILDREN'S MINUET:**

Children in couples around circle, R shoulders to center.

The step used throughout is the "minuet step," touch R forward and lift foot immediately; step forward on R; repeat, touching L and then stepping on L.

The 4 measures of introductory chords are in every case used for a deep and ceremonious curtsy, girls holding skirts, boys R hand across the chest; boys bow with knees straight, bending from hips; girls place one foot behind, and bend knees deeply, keeping back straight.

1. Curtsy; then take minuet step forward throughout first verse.
2. Curtsy; then give right hand to partner and take minuet step in circle around partner. Keep joined hands high.
3. Curtsy; then repeat 2, with L hands joined.
4. Curtsy; then boy kneels, while girl goes around him, minuet step, R hands joined.
5. Curtsy; repeat 4, with L hands joined.

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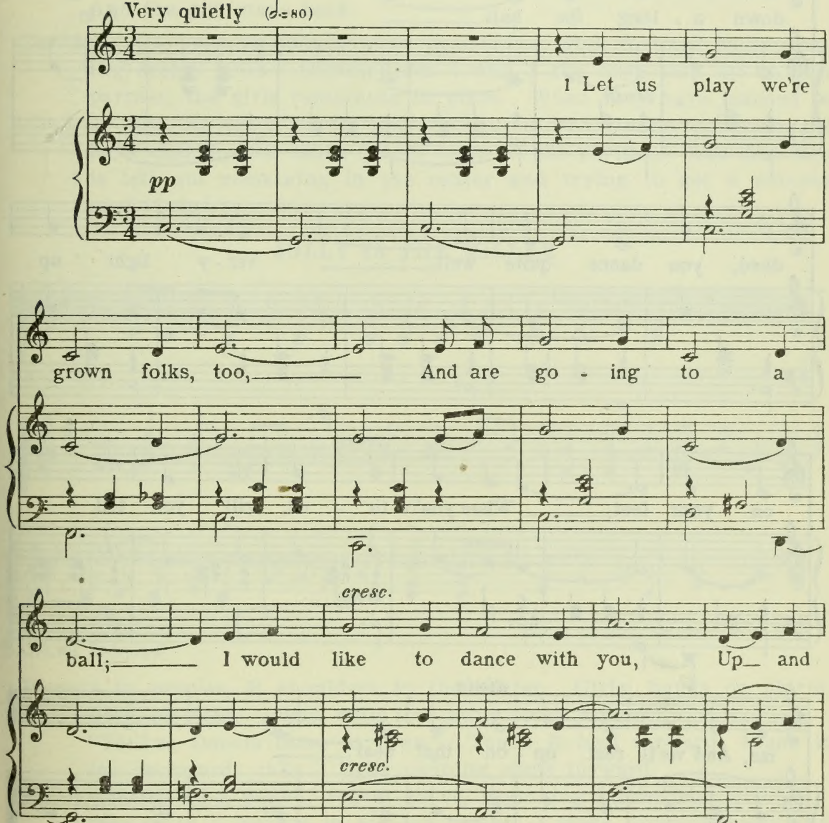
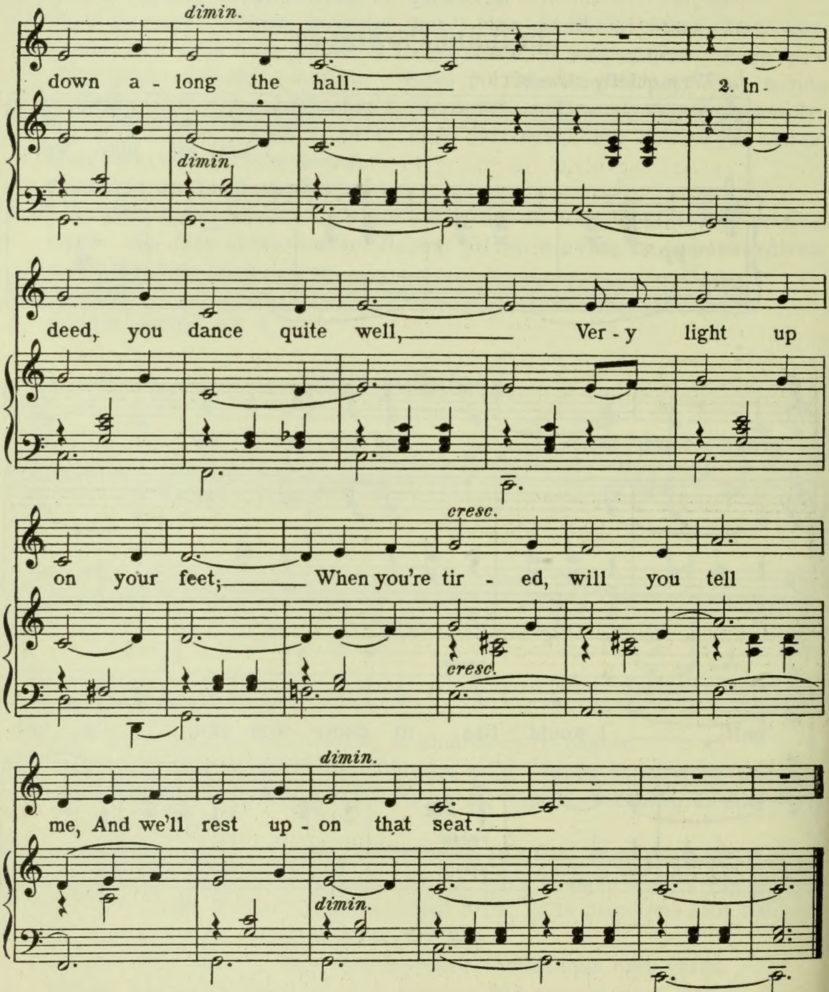
*Music from Niedlinger's "Small Songs for Small Singers." By permission.

CHILDREN'S MINUET


Very quietly (𝅗𝅥.=80)
pp
1 Let us play we're grown folks, too, And are go - ing to a ball; I would like to dance with you, Up and
cresc.
cresc.

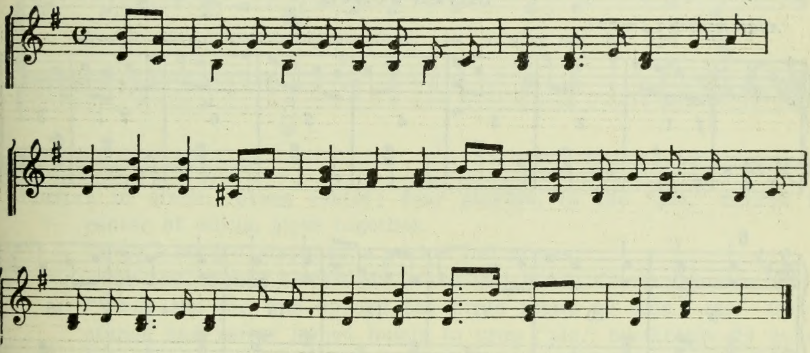

dimin.
down a - long the hall.
2. In -
dimin.
deed, you dance quite well,
Ver - y light up
on your feet;
When you're tir - ed, will you tell
cresc.
cresc.
me, And we'll rest up - on that seat.
dimin.
dimin.

THE JOLLY MILLER (*Traditional North Carolina Folk Game*):

Oh—Jolly is the Miller
And he lives by the mill
As the wheel goes round
With a right good will.
One hand in the hopper
And the other in the sack
As the boy goes forward
And the girl stays back.

Double circle, boys on outside, girls on inside. Walk forward while singing first 6 lines. During lines 7 and 8 the boys step up to new partner, the girls remaining in place. When they have learned to do this, an extra player may be chosen who stands in center; as boys change, this extra player tries to get partner. The one who is left out remaining in the center and trying to get a partner next time.

JOLLY IS THE MILLER



YANKEE DOODLE:

Players in couples, R shoulders to the center. Girls' hands on skirts, boys' on hips. Begin with foot away from partner.

"Yankee Doodle came to town." Touch R heel forward; touch R toe backward; take 3 light running steps forward.

"Riding on a pony"; repeat above, beginning inside foot.

"He stuck a feather in his cap." Skip 4 steps forward, beginning outside foot, lifting knee high.

"And called him macaroni." Face partner and curtsy.

For chorus, skip around circle, humming tune.

*SEVEN JUMPS:

Single circle, hands joined.

Measure 1-8, 16 skips around (knees high) to L.

Measure 9-16, 16 skips around to R.

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At end of 16th measure land with feet together, hands on hips.

Measure 17, raise L foot suddenly.

Measure 18, replace L foot suddenly.

Pianist commences measure 1 suddenly and all skip around as in beginning.

Measure 17, raise L foot.

Measure 18, replace L foot.

Measure 17, raise R foot.

Measure 18, replace R foot.

Continue as before adding one more repetition of chords 17 and 18 each time.

Third time, repeat all before and kneel on L knee.

Fourth time repeat all before and kneel on R knee.

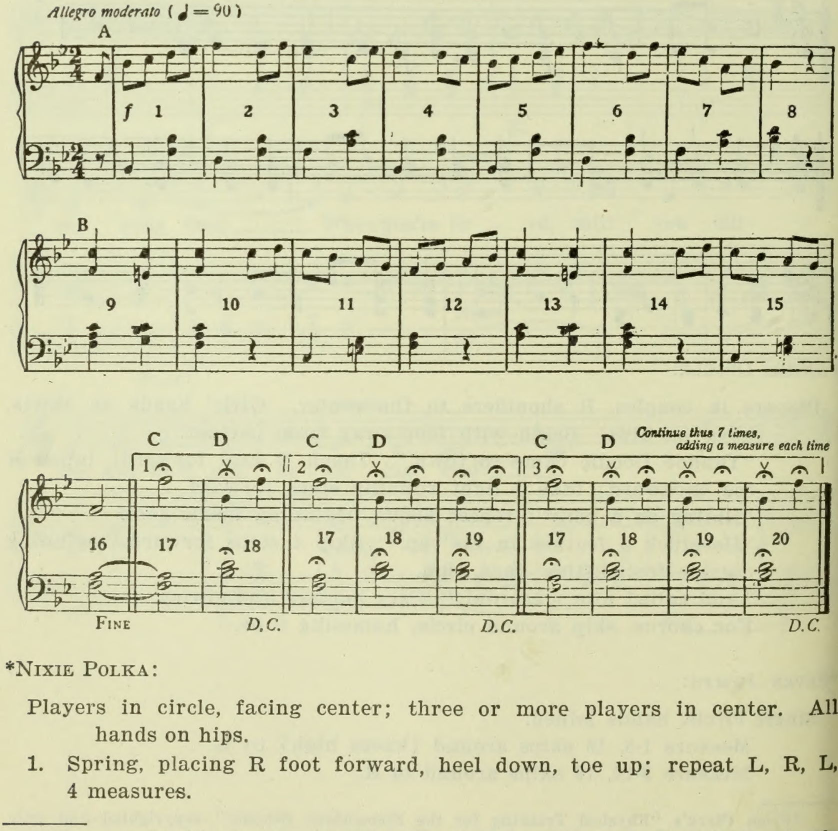
Fifth time repeat all before and place L elbow on floor.

Sixth time repeat all before and place R elbow on floor.

Seventh time, repeat all before and drop head in hands.

Repeat skips and finish.

SEVEN JUMPS


Allegro moderato (♩ = 90)
A
f
1
2
3
4
5
6
7
8
B
9
10
11
12
13
14
15
C
D
C
D
C
D
Continue thus 7 times, adding a measure each time
1
2
3
16
17
18
17
18
19
17
18
19
20
Fine
D.C.
D.C.
D.C.

*Nixie Polka:

Players in circle, facing center; three or more players in center. All hands on hips.

1. Spring, placing R foot forward, heel down, toe up; repeat L, R, L, 4 measures.

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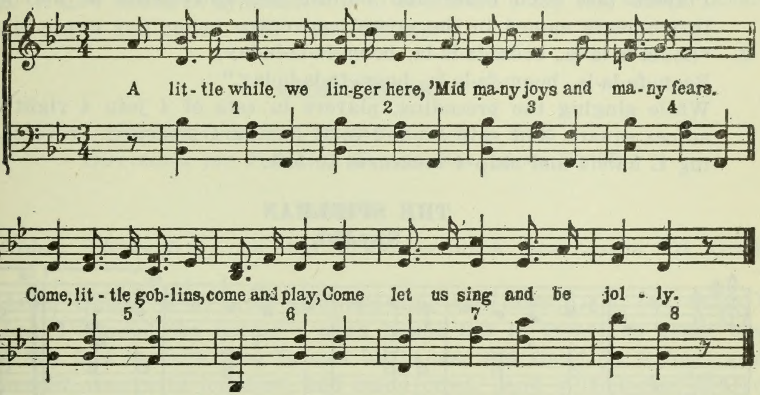
2. All clap on first note of next measure, then players in center run 12 tiny steps to face partner.
3. Repeat 1, facing partner.
4. Players with backs to center turn to face center on the clap; his partner follows, hands on shoulders of the one ahead. The two run in this manner to face new partner, and the game proceeds until all have been chosen.

NIXIE POLKA
Swedish


A lit-tle while we lin-ger here, 'Mid ma-ny joys and ma-ny fears.
1
2
3
4
Come, lit-tle gob-lins, come and play, Come let us sing and be jol-ly.
5
6
7
8

SING A SONG O' SIXPENCE:

Players in circle, facing center; four players, in the "pie," crouch in center of circle, close together.

"Sing a song o' sixpence, a pocket full of rye;

Four and twenty blackbirds baked in a pie." Circle skips to left.

"When the pie was opened the birds began to sing," etc. Circle stands and raises joined hands to open "pie," blackbirds fly under the raised arms, and skip around outside circle, whistling.

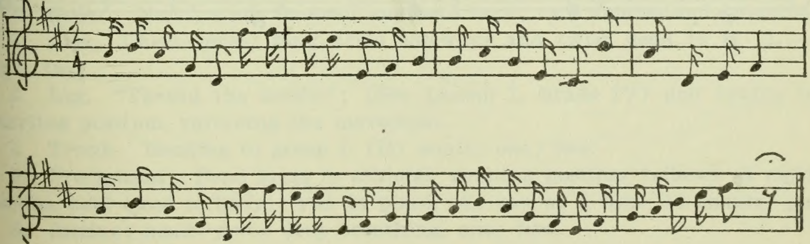
"The King was in his counting-house," etc.; circle pantomimes counting money.

"The Queen," etc.; players in circle pantomime eating with spoon.

"The maid," etc.; players pantomime hanging clothes.

"And down came a blackbird," etc.; each blackbird on outside of circle, snips the nose of some player in the circle, who becomes a blackbird when the game is repeated.

SING A SONG O' SIXPENCE



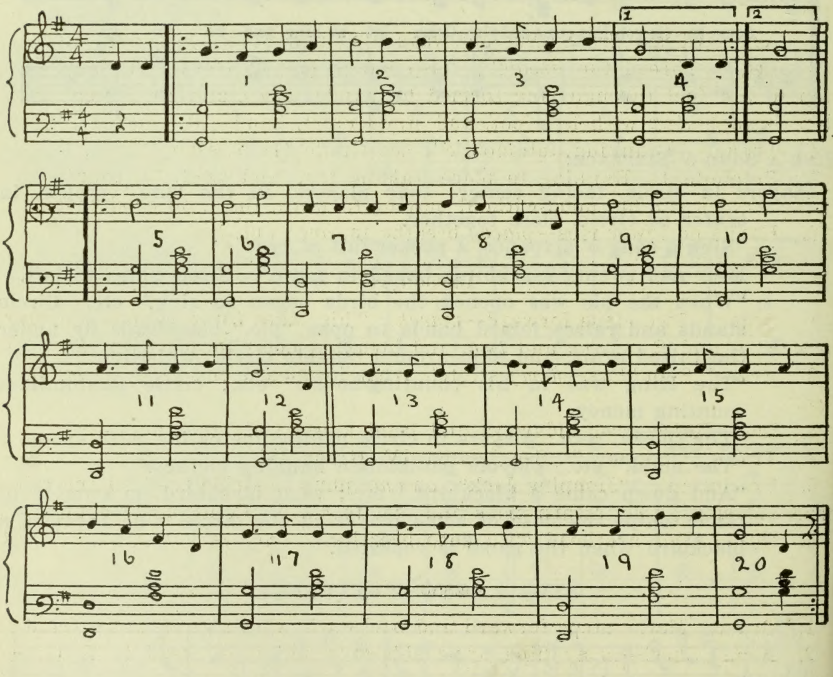
THE SPIELMAN:

Partners in circle, R shoulders to center.

1. "We are two musicians gay; would you like to hear us play?
   If you like us we will stay, or go back to cold Norway."
   Players march around circle, swinging hands gaily, singing the above verse.
2. "We can play the viol, viol, violin;
   We can play the big bass viol and the flute, oh."
   Players face each other and imitate the movements of playing the instruments named in the preceding verse.
3. "Boom-fa-la-la, boom-fa-la-la, boom-fa-la-la-lay;
   Boom-fa-la-la, boom-fa-la-la, boom-fa-la-la-lay."
   While singing the preceding, players in sets of 4 join 4 right hands across square, and skip around to R during 4 measures; reverse, joining L hands and skip 4 measures to left.

THE SPIELMAN

Swedish



GRADE IV

For Explanation of Types of Exercises, see pages 12, 13, 14.

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GYMNASTICS

General Plan of Gymnastic Lesson, page 57.
Directions for Teaching Gymnastics, pages 57, 60.

Lesson I

1. Order. Hips—*firm;* one step forward—*march* (see Lesson VII, Grade III).
2. Arm. Chest—*firm;* arms sideways fling and raise heels, *one; two.*
3. Leg. "Thread the needle"; clasp hands low in front; on count *one,* step R (L) foot through ring formed by hands, and stand on R foot; *two,* step through ring with left foot, and stand erect, hand still clasped behind.
4. Trunk. "Cranking automobile"; see Grade III, Lesson VI.
5. Precipitant. Running in place, raising feet backward; 16 counts—*go.* (Like a quick run but done without moving forward. Insist on good rhythm.)
6. Hands on lower ribs—*place;* breathe in, *one;* out, *two.*

Lesson II

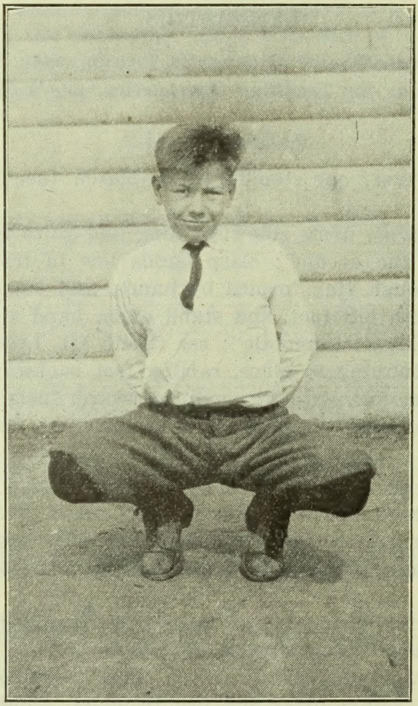
1. Order. Two steps forward—*march.* This takes three counts, stepping forward L and R on *one* and *two,* and bringing heels together on *three.*
2. Arms. Shoulders—*firm;* stretch arms downward and raise heels, *one; two.*
3. Leg. Raise arms sideways and bend knees (slightly) *one; two.*
4. Trunk. "See-saw." See Lesson IV, Grade III.
5. Precipitant. "Jumping Jack"; on *one,* jump to stride position and raise arms sideways; *two,* return arms and feet to place. Continue 12 counts.
6. Circle arms overhead with deep breathing; *one; two.*

Lesson III

1. Order. March steps forward and backward; vary number and direction.
2. Arm. Chest—*firm;* fling arms sideways and twist head to R (L)—*one; two.*
3. Leg. "Thread the needle"; (See Lesson I, Grade IV) and return to starting position, reversing the movement.
4. Trunk. Bending to grasp L (R) ankle; *one; two.*
5. Precipitant. Bend arms to athletes' running position (elbows at right angles, held close to body); run in place, one row at a time, 16 counts—*go.*
6. Sitting; head—*firm;* deep breathing, *one; two.*

LESSON IV

1. Order. Quick changes of arm positions.
2. Arm. Hand clapping overhead with heel raising, 10 counts, *go.*
3. Leg. Hands clasped behind back, *place;* slow deep knee bending, *one; two.* Try to touch floor with finger tips without tipping body backward.
4. Trunk. "Human Wicket"; feet apart—*jump;* bend forward, knees straight, and touch L hand in front of L toe, right hand in front of R toe—*one;* stand erect, *two.*
5. Precipitant. "Crossing the Creek," see Lesson X, Grade III.
6. Arms sideways—*raise;* turn palms up, with deep breathing, *one; two.*



DEEP KNEE BEND

LESSON V

1. Order. Hips—*firm;* place L foot forward (one foot-length; weight on both feet) *one; two.*
2. Arm. Chest—*firm;* arm flinging sideways and quick knee bending, *one; two.*
3. Leg. "High-stepping horses"; hips—*firm;* mark time in place, with high knee bending upward; 12 counts—*go.* (Bring knee as high as hip; right angle at knee; toe pointing downward.)

4. Trunk. "Rabbit Hop." See Lesson X, Grade III.

5. Precipitant. "Jumping Jack"; clapping hands over head on odd counts, bringing hands to sides on even counts. 12 counts—*go*.

6. Shoulders—*firm;* deep breathing, *one; two.*

LESSON VI

1. Order. Hips—*firm;* L (R) foot forward—*place;* raise heels, 8 counts, *go*.

2. Head. Circle arms and twist head to right (left), *one; two.*

3. Arm. Shoulders—*firm;* feet apart—*jump;* stretch arms upward, *one;* (arms parallel, palms turned in; watch for hollow back and protruding abdomen); bring arms to shoulders firm—*two.*

4. Leg. "Wicket Walk" (see "Human Wicket," Lesson IV, Grade IV); feet apart—*jump;* bend and touch floor—*two;* advance L foot and hand simultaneously, then R; continue for 6 counts; position—*stand.*

5. Precipitant. Arms in running position—*place* (see Lesson III, Grade IV); running around room, one row at a time, *go.*

6. Sitting. Hips—*firm;* deep breathing, with head bending slightly backward (chin close to neck; secure broadening of chest, not raising shoulders).

LESSON VII

1. Order. March steps forward and backward; vary number and direction.

2. Arm. Shoulders—*firm;* stretch arms sideways and raise heels, *one; two.*

3. Leg. Deep knee bending, hands clasped behind (see Lesson IV, Grade IV).

4. Trunk. "Climbing Ladder." On count *one*, raise L arm as if grasping ladder, and bend left knee upward; *two*, change position of hands and feet, bringing right arm and knee upward.

5. Precipitant. "Jumping Jack," with hands clapping overhead (Lesson V, Grade IV); 16 counts—*go.*

6. "West Point" Breathing; *one*, deep breathing, turning palms outward, keeping little finger close to side (see that the exercise secures chest broadening, not shoulder raising); return and exhale, *two.*

LESSON VIII

1. Order. Facing to right—*one* (quarterturn to R on R heel, pushing with L toe; hold this position until second command); bring up L foot to R, heels together, *two.*

2. Arm. Arm circling overhead with heel raising, 12 counts—*go.*

3. Leg. "Thread the Needle" and return; see Lesson III, Grade IV.

4. Trunk. "Splitting Wood"; see Lesson III, Grade III.

5. Precipitant. Hips—*firm;* jump in place; bend knees, heels off floor, *one;* spring upward and land on toes with knees bent as in starting position, *two;* stand erect, *three.*

6. Sitting. Chest—*firm;* deep breathing with head bending backward, *one; two.* (See Lesson VI, Grade IV.)

LESSON IX

1. Order. Right and left facing (see Lesson VIII, Grade V).
2. Arm. Hands clapping overhead with heels raising, 12 counts—*go.*
3. Leg. Hips—*firm;* high knee bending upward, march time, 16 counts —*go.*
4. Trunk. "Steamboat"; arms sideways raise and feet apart—*jump;* on *one,* bend trunk to R, bending R knee, R hand touching floor, L arm pointing upward; *two,* bend to L, touching floor with L hand.
5. Precipitant. Practice marching and halting.
6. West Point breathing, *one; two.*

LESSON X

1. Order. Head firm and L (R) foot forward—*place;* heel raising 8 counts—*go.*
2. Arm. Arm stretching sideways and upward; shoulders—*firm;* stretch arms sideways—*one;* shoulders firm, *two;* stretch arms upward, *three;* to shoulders, *four.*
3. Leg. Chest—*firm;* deep knee bending, *one; two* (see Grade III, Lesson V).
4. Trunk. Climbing ladder; raise L arm and R knee upward; change and continue to 10 counts.
5. Precipitant. Hips—*firm;* jump in place, *one; two, three.* (See Lesson VIII, Grade IV.)
6. Arms sideways—*fling;* deep breathing, turning palms upward, *one; two.*

GAMES

AUTOMOBILE RACE (Schoolroom):

Each row chooses the name of some automobile. At the signal, the first child in each alternate row rises on the right side, runs forward around his own desk, then to the rear on the left side, going completely around his own row of seats. As soon as he is seated, he touches off the child who sits behind him, and so on until the last child has run and has returned to his seat. The alternate rows then play, and the two winners finally compete to decide the champion.

POSTURE TAG (Schoolroom):

One child is chosen for the runner, and another for the chaser. Each has a bean-bag carried on his head. If either player touches or loses the bean-bag, he is out, and must choose a player to take his place. If the runner is tagged by the chaser, another runner is chosen.

TEACHER AND CLASS (Schoolroom):

A leader is chosen for a class of about ten players, the "class" in a line facing the "teacher," who stands about twelve feet away. The "teacher" tosses the bean-bag to each of the class in succession, beginning at the head. A player who misses goes to the foot. If the leader misses, he goes to the foot and the player at the head becomes leader.

BEAST, BIRD OR FISH (Schoolroom):

The leader tosses the bean-bag to any player, and calls "Bird," then immediately begins to count rapidly to ten. If the player to whom the bean-bag was tossed does not name a bird before the leader counts ten, he is caught, and must stand at the back of the room. If the leader calls for "fish," or for "beast," the correct reply must be given.

WEATHER VANE (Schoolroom):

This is a useful game for teaching points of the compass. It is played like "Simon Says"; the teacher calls "Turn to the—North," and a child who turns in the wrong direction is an unreliable weather-vane, and must take his seat. Give a good pause before the direction is announced, and demand instantaneous response.

LAME FOX AND CHICKENS (Playground):

The chickens are divided into two groups, standing on opposite sides of the playing space; a den for the fox is marked out in the center. At the signal, the chickens exchange bases, running across the space marked out for the fox; the fox who is lame and can hop only on one foot, tries to tag as many as he can. All caught are lame foxes when the signal again is given.

CENTER BASE (Playground):

Players in circle, one playing in center with ball. The center player throws ball to some player in the circle, who must replace ball in the center and then chase the center player, who is safe if he can touch the ball before he is tagged by the chaser; if he is tagged, the chaser may be in the center.

CALL BALL (Playground; Schoolroom):

Players are given consecutive numbers, beginning at *one*. One player has a basket ball, which he tosses into the air immediately after he has called a player's number; that player runs forward and tries to catch the ball before it has made a second bounce. As a playground game, the players stand in circle; in the schoolroom, players are in their seats, and the ball is tossed in the vacant space at the front of the room.

FISH NET (Playground):

Two goal lines are drawn some forty or fifty feet apart and reaching from side to side of the play space. The players are aligned on one of the goal lines. One player, the "Net," stands on the opposite goal line. At the call, "The Net is coming!" all move forward to the opposite goal, while the "Net" tries to catch a "Fish" by throwing his arms around him. The one caught joins hands with him on the opposite goal line. The "Net" again gives his warning, and as the "Fish" swim to the other side, another one is caught by the "Net," now consisting of two players; encircling him and grasping hands, they take him to the goal, where he joins the "Net." As the

"Net" becomes longer, several "Fish" may be caught at one time. The last one caught is the "Net" for the next game. If the catchers let go of hands the "Net" is broken and those in it are released.

BULL FROG RELAY (Playground):

Pupils in columns or file formation arranged according to size and equal in number. After player has completed his turn in racing, he must pass by way of left side of team to the rear and place hands on shoulders of team mate in front observing complete silence and perfect alignment.

Position of individuals when in action: Hands on hips; deep knee bend.

FLYING DUTCHMAN (Schoolroom):

Sitting on desks facing back of room. One who is chosen to be "it" stands facing players with a bean bag in his hand. At a signal from the teacher, "it" hands the bean bag to a player, the class then count aloud as the bean bag is passed to the first five players. At the word "five" the one "it" chases the bean bag. The bean bag may be passed up and down or across the room. If the chaser catches the bean bag, the last one catching it is "it." Any one dropping the bean bag is "it."

Suggestions: Emphasize the fact that the clever players are not caught, as children like to be "it" and may be caught purposely.

MAZE TAG (Playground, 15 to 100 players):

All but two of the players stand in parallel lines or ranks, one behind the other, with ample space between each two players and each two ranks; all the players in each rank clasp hands in a long line. This will leave aisles between the ranks, and through these a runner and chaser make their way.

The sport of the game consists in sudden changes in the direction of the aisles, brought about by one player who is chosen as leader and stands aside, giving the commands, "Right face!" or "Left face!" at his discretion. When one of these commands is heard, all of the players standing in the ranks drop hands, face in the direction indicated, and quickly clasp hands with the players who are then their neighbors on the right and left. This brings about a change of direction in the aisles, and therefore necessitates a change of direction in the course of the two who are running.

The success of the game depends largely upon the judgment of the leader in giving the commands, "Right (or left) face!" They should be given quickly and repeatedly, the leader often choosing a moment when the pursuer seems just about to touch his victim, when the sudden obstruction put in his way by the change in the position of the ranks makes necessary a sudden change of direction on his part. The play continues until the chaser catches his victim, or until a time limit has expired. In either case two new players are then chosen from the ranks to take the places of the first runners.

It is a foul to break through the ranks or to tag across the clasped hands.

TRAFFIC COP (Playground; Schoolroom; from 5 to 50 players):

One person has a whistle and is the traffic cop, the other players are scattered around on the playground, the cop tells them to run, walk, skip, jump or any other activity he wishes. After they have done that a short time he blows his whistle and whoever makes a move after the whistle is blown is out. The cop should be quick in his orders and quick to notice all that move.

PINCH-O (Playground, 5 to 30 or more players):

This is a game of chase, an advancing line (rank) of players turning and fleeing from an odd player in front of them when a signal is given. The players in the advancing line pass a "Pinch" (hand pressure) from one to another along the line, the end players calling out "Pinch!" and "O" respectively at the start and finish of this performance. The "O" is the signal for the chaser to start. The chaser therefore watches the hands carefully to detect the pressure and know when it is approaching the end; the other players naturally try to conceal this passing of hand pressure, delaying or hastening it to take the chaser unaware.

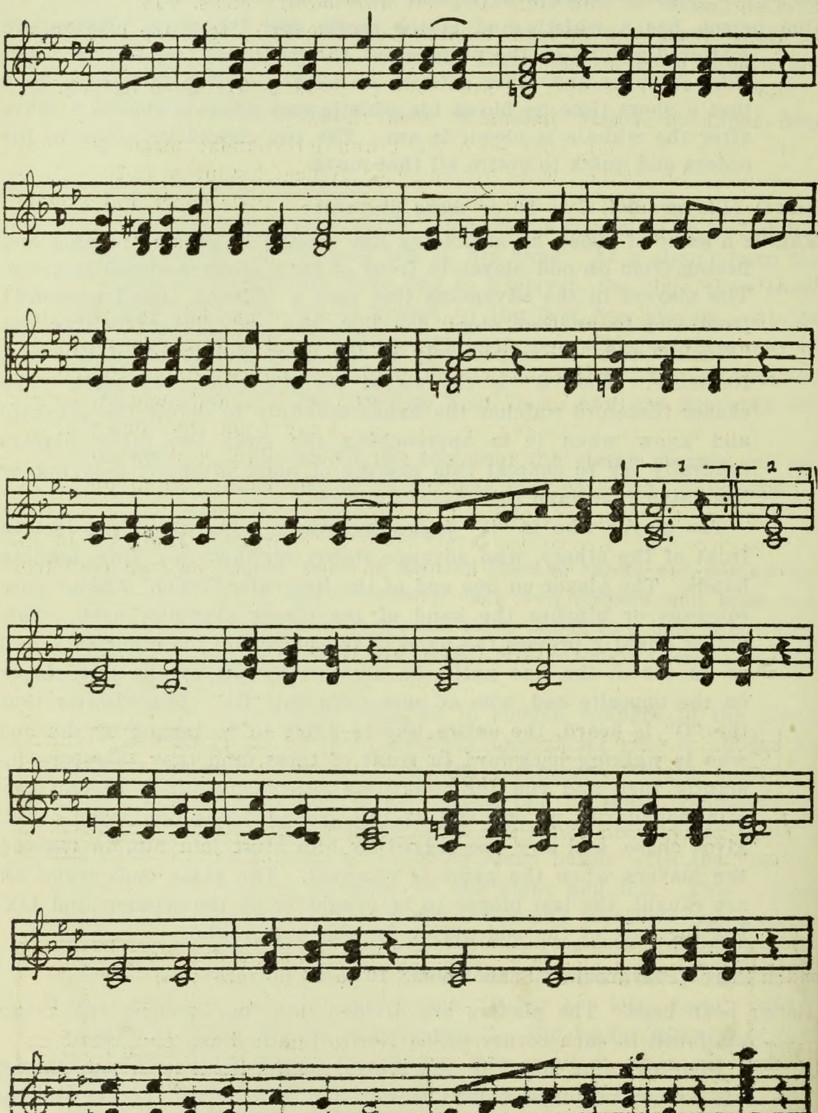
The player who is "it" walks backward, being about ten feet in front of the others, who advance slowly forward in a line, holding hands. The player on one end of the line calls "Pinch" and at once squeezes or pinches the hand of the player standing next. This player slightly presses the hand of the player on his other side, and so on across the line until the pressure is felt by the last player on the opposite end, who at once calls out "O!" Immediately that the "O" is heard, the entire line is liable to be tagged by the one who is walking backward in front of them, and they therefore instantly turn and run for "home," a place determined beyond certain boundaries at one end of the ground. The one who is "it" gives chase, and any one tagged by him must join him in tagging the players when the game is repeated. The game ends when all are caught, the last player to be caught being the winner, and taking the part of the odd player for the next round.

CORNER SPRY (Playground; Schoolroom; 10 to 60 players):

Balls; bean bags. The players are divided into four groups, one group stationed in each corner called North, South, East, and West.

Four captains stand in the center, each with a bean bag, facing his corner of players, who stand in a row. The captain throws the bean bag to each player in turn in his group, who throws it back at once to the captain, and so on until the last player is reached. As the captain throws to his last player he calls "Corner Spry!" and runs to the head of the row, the last player becoming captain. The group that first succeeds in having all of its players in the captain's place wins the game.

INDIAN WAR DANCE



RHYTHMIC GAMES

INDIAN WAR DANCE:

Single circle, facing center, sitting cross-legged on floor.

1. With arms folded high, bend forward and back (1 meas.) and raise trunk to erect position (1 meas.). Continue throughout first 8 meas.
2. Same as 1, bending right and left alternately; meas. 9-16.
3. Raise arms high upward, looking up (1 meas.); fold arms as before (1 meas.); meas. 1-8.
4. Look to right, right hand over eyes (1 meas. 9-10); same left (11-12).
5. Lean ear near floor, listening; meas. 13-16.
6. On meas. 17, slap floor with right and left hands; meas. 18, "war-whoop" three times, palm over mouth. Repeat for meas. 19-20.
7. Meas. 21-24, inclusive, run around circle with little short, quick steps. Repeat 6 and 7 for meas. 25-32.

***THE CRESTED HEN:**

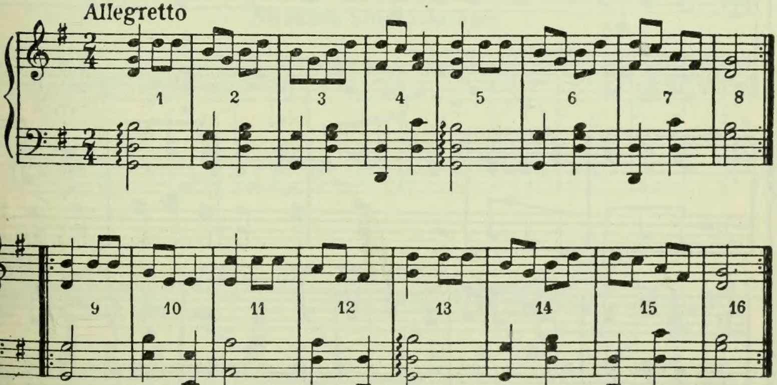
This is done in groups of three, each consisting of one boy and two girls, or two boys and one girl. The groups stand in circle formation.

I. Measures 1-8. The players join hands and dance around to the left as follows: Step forward on the left foot, hop, and swing the right foot forward. The players all lean away from the center of the circle. A stamp is taken on the first note of the first measure.

Measures 1-8. Repeat the same step to the right. Jump up in the air on the first note of the first measure.

Measures 1-8. Repeat the same step to the right. Jump up in the air on the first note of the first measure, come down on both feet, and repeat step hop to the right.

THE CRESTED HEN
Swedish



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II. Measures 9-10. The girls drop their joined hands, place the free hands on hips, and form a straight line. The boy at no time breaks his grasp. The players continue to step, hopping in place while the girl on the right bends forward and does step-hop under the archway formed by the raised arms of the boy and the left girl.

Measures 11-12. The boy follows the girl, turning under his own arms.

Measures 13-14. The left girl turns under the archway formed by the boy and the right girl.

Measures 15-16. The boy follows.

Measures 9-16. Repeat the step.

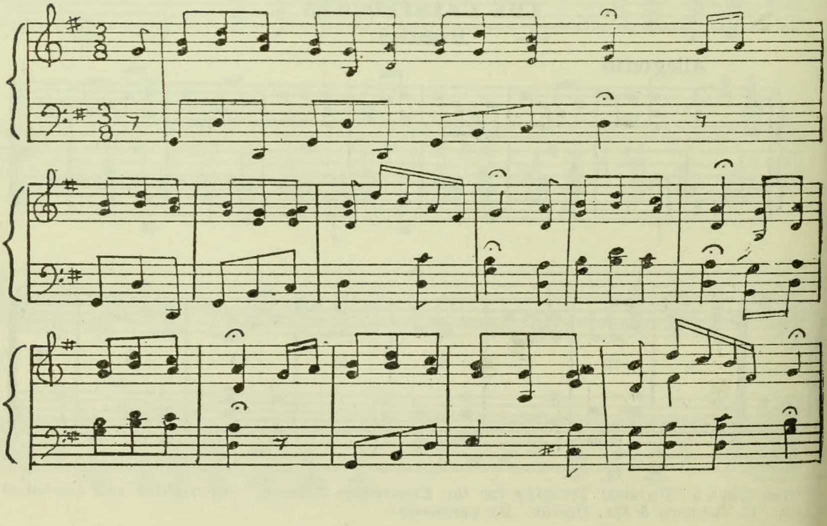
Repeat the play from the beginning.

FRENCH MAY DANCE:

In couples, forming double circle; right shoulders to center. Inside hands joined; boys, outside on hip, girls, holding skirts.

1. Run forward 6 steps (2 meas.); face partner and curtsy, 2 measures.
2. Repeat step 1, in opposite direction; 4 measures.
3. Facing partner, R hands joined high; cross to partner's place with 3 running steps (1 measure), curtsy (1 measure).
   Repeat 3, returning to own place and curtsy (2 measures).
4. Inside partner (girl) standing still, while boy turns under their joined hands, making complete turn; (1 measure); boy runs 3 steps to left (1 measure), meeting new partner; both curtsy (2 measures); repeat from beginning with new partner.

FRENCH MAY DANCE



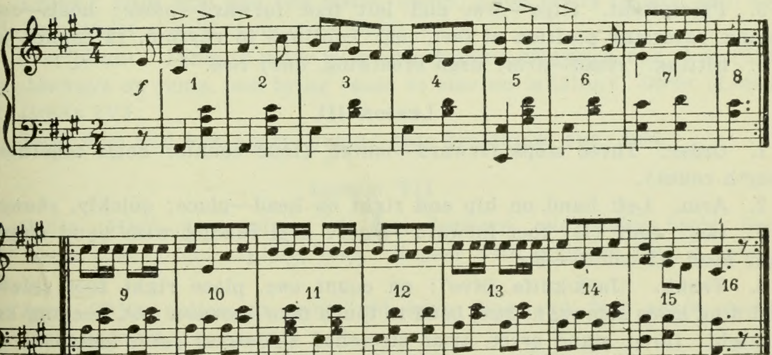
*GUSTAF'S SKOAL (*Gustaf's Health—Swedish Singing Game*):

Four couples form a square. Head couples stand facing each other about six feet apart, while side couples do the same. Partners join inside hands. The boy stands on the left with free hand on hip, while the girl takes hold of her skirt.

1. Measures 1-2. The head couples start with the right foot, and advance toward each other with three steps. On the second count of the second measure the boy bows and the girl makes a peasant curtsy.
   Measures 3-4. The head couples start with the left foot, and retire with three steps, bringing the feet together on the second count of the fourth measure.
   Measures 5-6. Same as measures 1-2.
   Measures 7-8. Same as measures 3-4.
   Measures 1-8. The side couples repeat same figures.
   The above figure should be performed with great dignity.

II. Measures 9-12. The head couples skip gaily toward each other, taking two skip steps to a measure. Partners release hands, separate, and join inside hands with person opposite, the boy going to the left and the girl to the right. The new couple passes under the arch made by the joined hands of the side couples. (Joined hands should be held high.) As soon as they have passed under the arch, they separate to the left and right, returning to their orginal places.
   Measures 13-16. Still skipping, they clap their own hands, join hands with partners, lean well away from each other and swing about with high skipping steps.
   Measures 9-16. The side couples repeat same figure.
   There are great dramatic possibilities in this game. The first part represents paying homage to a superior, while the second is an imitation of the gay life of the peasant, even though passing under a yoke of subjection.

GUSTAF'S SKOAL
Swedish Singing Game



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GRADE V

For Explanation of Types of Exercises, see pages 12, 13, 14.

GYMNASTICS

General Plan of Gymnastic Lesson, page 57.
Directions for Teaching Gymnastics, pages 57, 60.

Lesson I

1. Order. Review facings (see Lesson VIII, Grade IV) and foot placing forward and to the side (Lesson V, Grade IV).

2. Arm. (*a*) Review quick changes of arm positions; (*b*) review arm stretchings in various directions.

3. Leg. Chest—*firm;* arm flinging sideways with quick knee bending, *one; two.*

4. Trunk. "Piston rod"; on *one,* take shoulders firm and bend L (R) knee upward; *two,* stretch arms downward and replace foot, 16 counts. Demand smooth vigorous action.

5. Precipitant. Arms in running position—*place;* run in place 16 counts —*go.*

6. West Point breathing (see Lesson VII, Grade IV) *one; two.*

Lesson II

1. Order. Review mark time and halt (Lesson IV, Grade III) and one (two) march steps forward and back.

2. Arm. Shoulders firm and feet apart—*jump;* arm stretching upward, *one; two;* sideways, *three; four.* (Hold each position long enough to be sure of good form.)

3. Leg. Hands behind body—*clasp;* deep knee bending, *one; two.* (Try to touch floor without tipping backward.)

4. Trunk. "Steamboat" (see Lesson IX, Grade IV).

5. Precipitant. Hips—*firm* and left foot forward—*place;* heels—*raise;* spring, reversing position of feet, *two;* continue in rhythm, 12 counts, *go.*

6. Sitting. Head—*firm;* deep breathing, *one; two.*

Lesson III

1. Order. Three steps forward—*march* (four counts; heels together on fourth count).

2. Arm. Left hand on hip and right on head—*place;* quickly, *change.*

3. Leg. Left (R) foot forward—*place;* heel raising with hand clapping over head, 12 counts—*go.*

4. Trunk. "Jack-knife Dive"; on count *one,* place right foot sideways and fling arms sideways; *two,* bend to touch floor between feet, keeping knees straight; *three,* stand erect, arms stretched sideways; *four,* hands at sides and feet together.

5. Precipitant. Hips—*firm;* jump in place, *one; two; three* (Lesson VIII, Grade IV).

6. Deep breathing, arm raising sideways and heel raising; *one; two.*

LESSON IV

1. Order. Hips—*firm;* place L (R) foot forward and return, 4 counts, *go;* continue through 16 counts, *go.*

2. Arm. With palms upward, arms sideways fling and feet apart—*jump;* raise arms upward, *one; two.* (See that children do not hollow backs.)

3. Leg. Head—*firm;* fling arms sideways with quick knee bending, *one; two.*

4. Trunk. Piston rod (see Lesson I, Grade IV).

5. Precipitant. Hands in running position—*place;* run around room; halt in four counts.

6. West Point breathing, *one; two.*

LESSON V

1. Order. Review facing, right and left.

2. Arm. Raise arms sideways and twist head to right (L), with deep breathing; *one; two.*

3. Leg. Chest—*firm;* high knee bending upward, 16 counts—*go.*

4. Trunk. "Fire-cracker." Clap hands in front of chest, *one;* clap overhead, *two;* bend forward and slap knees, mid-leg, and ankle, in quick succession, *one, two, three* (keep knees straight).

5. Precipitant. Hips—*firm;* left (R) foot forward—*place;* spring on toes, changing feet forward and back, 12 counts—*go.*

6. Hands on lower ribs—*place;* deep breathing, *one; two.*

LESSON VI

1. Order. One, two, three or four steps forward—*march* (four steps takes 5 counts).

2. Arm. Shoulders—*firm;* stretch arms sideways, *one; two;* stretch arms downward, *three; four.* Repeat in 4 counts—*go.*

3. Leg. "Signaling"; raise left leg and right arm sideways, *one;* replace, *two;* right arm and right leg, *three;* return, *four.*

4. Trunk. Hips firm and feet apart—*jump;* twist trunk to left, *one;* forward, *two* (twist should come from waist only).

5. Precipitant. Jump in place with arm flinging sideways, *one; two* (fling arms sideways on jump, and bring again to side on landing); *three* (Lesson VIII, Grade IV).

6. Head firm and feet apart—*jump;* deep breathing, *one; two.*

LESSON VII

1. Order. Hips—*firm;* place left foot forward, *one;* raise heels, *two;* lower heels, *three;* foot replace, *four.* Repeat with opposite foot, 4 counts, —*go.*

2. Arm. With palms up, arms sideways fling and feet apart—*jump;* raise arms upward, *one; two.*

3. Chest—*firm;* quick knee bending with arms flinging sideways, *one; two.*

4. Trunk. "Jack-knife dive" (see Lesson III, Grade V).

5. Precipitant. Forward—*march;* tiptoe *march;* normal *march;* class —*halt.*

6. Sitting; circle arms over head with deep breathing; *one; two.*

LESSON VIII

1. Order. Right (L) face and one step forward—*march* (done in four counts).

2. Arm. Shoulders firm and feet apart—*jump;* arm stretching upward and downward, 4 counts, *go.*

3. Leg. Head—*firm;* slow deep knee bending, *one; two.*

4. Trunk. "Steamboat"; see Lesson IX, Grade IV.

5. Precipitant. Jump on toes to stride position and return, with hand clapping overhead (see Lesson V, Grade IV), 16 counts—*go.*

6. West Point breathing, *one; two.*

LESSON IX

1. Order. Chest—*firm;* foot placing forward and heel raising, left and right; 8 counts—*go.*

2. Arm. Shoulders—*firm;* arm stretching upward, sideways and downward, 6 counts—*go.*

3. Leg. "Knee Dip"; stand on left (R) foot; reach behind and grasp left (R) foot with right (L) hand; bend left (R) knee slowly until right (L) knee touches floor; raise slowly to erect position. The free arm may be raised sideways to aid balance.

4. Trunk. "Fire-cracker"; see Lesson V, Grade V.

5. Precipitant. Hips—*firm;* jump in place with quarter turn to right (L), *one; two* (land facing to right or left); *three.*

6. Sitting; Head—*firm;* bend head slightly backward with deep breathing, *one; two.*

LESSON X

1. Order. Right (L) face and two steps forward—*march* (done in 5 counts).

2. Arm. Shoulders—*firm;* stretch arms upward and bend knees, *one; two.*

3. Leg. "Signaling"; see Lesson VI, Grade V.

4. Trunk. Feet apart—*jump;* circle arms overhead and twist trunk to right (L) *one; two.*

5. Precipitant. Left foot forward—*place;* spring changing feet forward and back, and raising arms to shoulder level on odd counts, down on even counts—*go* (16 counts).

6. West Point breathing, *one; two.*

GAMES

PARTNER TAG (Schoolroom):

The children are seated at their desks. A runner and a chaser are chosen; the chaser is "poison," and any one tagged by him becomes "poison." The runner saves himself by sitting with another player, who in turn saves himself in the same manner. If the chaser tags the runner, the chaser at once "plays safe" by sitting with another player.

This is made an excellent playground game by having players in a circle, in couples, partners having arms hooked. The runner saves himself by hooking arms with another player, when the partner of that player runs to hook arms with another.

CIRCLE TAG (Schoolroom):

A three-foot circle is marked with chalk on the floor at the front of the the room. A player is chosen to be "it"; he stands in front of or near the circle, so as to guard it, and calls the names of two or more players, who try to touch the circle with one foot before being tagged by "it." Players may run in any direction, and should make this a "dare" game.

SIMON SAYS (Schoolroom):

Players stand in aisles. Teacher or some pupil gives gymnastic commands which are to be executed only if prefaced by "Simon says." Those caught must take their seats. The row having most players standing after two minutes of play is declared the winner.

INITIAL TAG (Schoolroom):

One player is chosen; he comes to the front blackboard and writes the initials of some child in the room; the one whose initials are written tries to tag the first player before he can reach his seat. The game may be made more difficult by having the runner tag the rear wall before going to his seat.

TARGET THROW (Schoolroom):

Draw on the board two or more sets of three concentric circles which form the targets; the outer circle should be about three feet in diameter, the inner about nine inches. One player at a time takes his place on a line drawn about twelve feet from each target; if he can hit the bull's eye (the inner circle) with the bean bag, he scores 5 points for his team; the second circle scores 3, and the outer, 1. When each player has made a throw, the scores are added.

BLACKBOARD RELAY (Schoolroom):

The first player in each line is given a piece of chalk; at the signal he runs to the board and makes a cross mark (X), returns to his seat, and hands the chalk to the player behind him, who runs and marks in his turn. The game may be made more difficult by having players write their own initials, their own names, or make a question mark, comma, or plus or minus sign.

LAST COUPLE OUT (Playground game):

Players in couples, standing in a long line, one couple behind the other. An odd player stands at the head of the line. He calls "last couple out," when the couple at the foot of the line run forward, each on his own side of the line, and try to join hands in front of the line before either is tagged by the odd player. The odd player may not look behind him as he calls; if he tags one of the runners, that player is his partner, and the new couple take the head of the line, while the odd player stands in front of them and gives the signal for the couple now at the foot to run forward.

FOUR ALL ROUND (Playground):

Players stand in files of 4, facing center of circle, like spokes of a wheel. One odd player is running on the outside. He tags the last player of one file, who passes the tag to the one ahead of him, and so on until it reaches the first player of the file, who says "Ow," which is the signal for the file to run, in any direction, around the outside of the circle, until the original place of the file is reached. The odd player is meanwhile running around the circle to reach the position of the disbanded file. The first four of the five runners who re-form the file are safe; the fifth is "odd."

TOUCH BALL (Playground; Schoolroom):

Players in circle, facing center. One player stands in the circle, and tries to touch a basket ball which is rapidly passed around the circle in short, quick throws, not above the players' heads. If the center player touches ball, he is safe and may take his place in the circle; the player who dropped or held the ball so that it was touched takes the center player's place.

FRENCH BLIND MAN'S BUFF (also known as Grunt Pig, Grunt) (Schoolroom):

Players in circle, right shoulder to center; one player is blindfolded and stands in the center holding a blackboard pointer or yardstick. The circle marches around the outside aisles of the room until the blindfolded player raps on the floor to halt the marchers; the center player points with his stick at some player in the circle, and tells him to imitate the noise made by some familiar animal. If the voice can be recognized that player exchanges places with the blindfolded child in the center.

THREE DEEP. Tag Game. (Playground):

Players form a circle, count off by twos, and each number one steps behind the player at his right. This quickly gives a double circle, players facing center. Choose one for a chaser and another for a runner. The play is like partner tag. The runner may run around or between the players and may become safe by going in front of any group of two and remaining there, thus forming one group that is "three deep." The chaser can tag the rear one of any group that is three deep. The player who finds himself at the rear of a group of three should hasten to go in front of a group before the chaser can tag him. One who is tagged at once becomes chaser, and should tag the one who caught him if possible. Discourage long runs and encourage quick changes instead.

TELEGRAM (relay race) (Schoolroom):

Players in two equal teams, lined up on opposite sides of the room facing the center. The odd player (or the teacher when there is no odd player) stands in front of the room at its middle with a telegram in each hand. Mark a starting line for each team near the wall and equally distant from the sender. On signal the first player of each team runs and takes the telegram from the sender, runs up the first aisle of his half of the room and down the next one and then across to the next player of his side who is waiting at the starting line, hands him the telegram, and goes to the foot of his line. The second player as soon as he receives the telegram runs out, up and down the same aisle, and hands it to the next, and so on. The last player rounds the two aisles and takes the telegram back to the sender.

VIS-A-VIS (Playground):

Players in couples, forming single circle, all facing center; odd player in center, who calls out "Face to face!" when all the partners face each other; "back to back," when partners turn backs to each other; he continues to call until he wishes to change partners, when he calls "vis-a-vis," when all partners have to change, the odd one in center now securing a partner; whoever is left takes the center when the game is repeated.

TOUCH (Schoolroom):

This is an excellent "quiet" game, as it requires concentration. It is also a good test of memory. The teacher starts the game by telling the pupils to watch her very carefully. She then touches a certain number of objects in the room (5 or 6), crossing back and fourth several times. She then asks for a volunteer to touch the same objects in the same order. If he succeeds he adds an object, if he fails he takes his seat and some one else takes his place. Each person who succeeds in touching in correct order all those objects touched by the one preceding him adds one likewise, the list continually growing in this way.

HOOK ON (Playground; 20-50 players):

Players in groups of four, standing behind each other, with arms clasped around the waist of the player ahead. An extra player is attempting to "hook on" at the rear of any file, and each file tries, by evading this extra player, to prevent his "hooking on." When the extra player succeeds, the first player in this file becomes the odd man, and tries to "hook on" to some one file of players.

CROWS AND CRANES:

Players form in two lines, back to back and at about one yard interval. One line is designated "Crows" and the other "Cranes." If the leader calls out "Cranes," the Cranes will rush forward about thirty feet across a safety line, and the line designated as "Crows" will turn around and attempt to tag his opposing player before he has crossed the distance to the safety line. If the leader calls "Crows," the Crows will rush forward to their safety zone. Those who are tagged must go over to the other side. The team having the largest number of players at the expiration of a given time wins. The game can be made more intensive by the leader if he drawls out the "r" in either Crows or Cranes.

CLUB HUSTLE:

The players are lined up in files.

The leader of each file has an Indian club.

At the word "Go" all jump in half stride position and the club is passed between the legs, each player passing it on to the next until the end of line has been reached.

The last pupil runs to the front and passes it back along the line again. When every player has been at the head of the line and the leader is in front again the game is over. The file finishing first wins the race.

This game may be played with bean bags or basket balls.

*O'LEARY (Rubber ball game):

Tune: "One Little, Two Little, Three Little Indians," to the words, "One and Two and Three O'Leary" ending "10 O'Leary Postman."

Bat the ball with the flat of the hand to 1-2-3 and do the prescribed movement each time at the word O'Leary, letting the ball bounce higher by hitting it harder. To "10 O'Leary Postman," give one bounce and catch the "Postman." The ball is never caught until the last.

Exercise I. Swing right leg outward over ball on saying "O'Leary."

Exercise II. Swing left leg outward over ball on saying "O'Leary."

Exercise III. Swing right leg inward over ball on saying "O'Leary."

Exercise IV. Swing left leg inward over ball on saying "O'Leary."

Exercise V. Grasp edge of skirt with left hand and upon saying "O'Leary" make the ball pass upward between the arm and skirt.

Exercise VI. Same as Exercise V, but let ball pass through from above.

Exercise VII. Grasp right wrist with left hand forming circle with arms and make the ball pass through from below upon saying "O'Leary."

Exercise VIII. Same as exercise VII, letting ball drop over from above.

Exercise IX. Touch forefingers and thumbs together when saying "O'Leary," and through circle formed let ball drop from above.

Exercise X. To the words 1 O'Leary, 2 O'Leary, 3 O'Leary and so on to 10 O'Leary Postman, bounce ball alternately to right and left of right foot. (The foot may move from side to side).

Exercise XI. Bounce ball to same words as in Exercise X, standing absolutely still.

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*Contributed by Department of Physical Education, Winston-Salem.

Exercise XII. To same words as in Exercise X, bounce ball throwing right leg over ball at every bounce.

Exercise XIII. Same as Exercise XII, throwing right leg inward over ball.

Exercise XIV. Same as Exercise XIII, throwing left leg outward at every bounce.

Exercise XV. Same as Exercise XIV, throwing left leg inward at every bounce.

Exercise XVI. To the words, "Jack, Jack, Pump the Water, Jack, Jack, Pump the Water, Jack, Jack, Pump the Water So Early in the Morning," go through the same movements of bouncing ball three times and giving it a stronger bat on the word "water," making a complete turn left.

Exercise XVII. Same as Exercise XVI, making a complete turn right.

NOTE. If this is to be used as a contest, a girl is permitted to play as far as she can without a miss. The one who is able in a given number of trials to go farthest wins the Tournament.

RHYTHMIC PLAYS

*THE VINEYARD (*French*):

In couples, single circle, all facing center.

1. (*a*) Stoop and make motion of digging, pat down the earth (1 measure), stand and stamp lightly three times (2 measures); (*b*) repeat four times in all, turning round in place with the three last stamps (8 measures in all).
2. Join hands, making one large circle, all facing center. 8 slides to left; 8 to right (4 measures); join right hand with partner's, left hand raised at side, and skip 8 steps in small circle, turning partner; repeat the 8 skips with left hands joined (4 measures); 8 measures in all.
3. (Same music as step 1.) Pick grapes from branch with right hand, and put them in basket on left arm (1 measure); stamp three times (1 measure); repeat 4 times in all, making 8 measures.
4. Boy steps inside circle and faces girl; join both hands, arms stretched at sides, and take 8 slides around in circle, moving clockwise; repeat, returning to place (4 measures).
5. Turn partner as in step II (4 measures). Face partner, join right hands, and pass partner, giving left hand to next dancer. Proceed around circle, continuing left and right hands alternately, until partner is reached (grand left and right) 8 measures.

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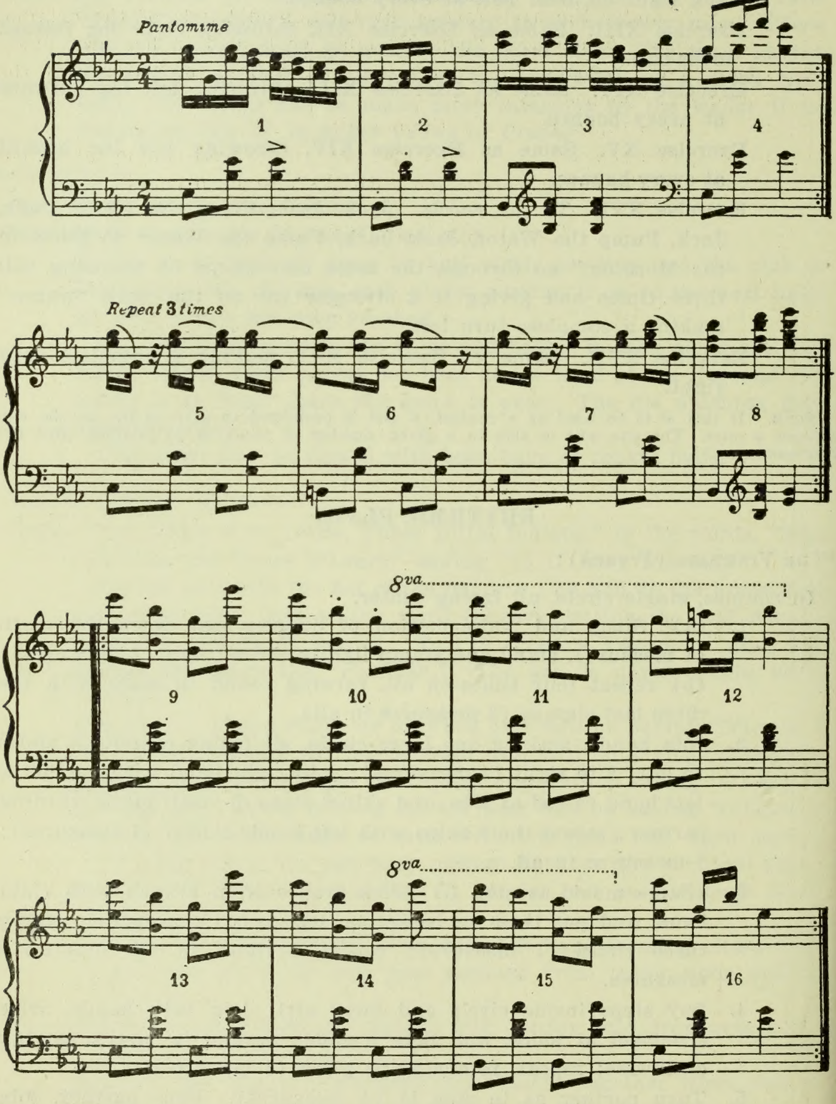
THE VINEYARD


Pantomime
1
2
3
4
Repeat 3 times
5
6
7
8
8va
9
10
11
12
8va
13
14
15
16

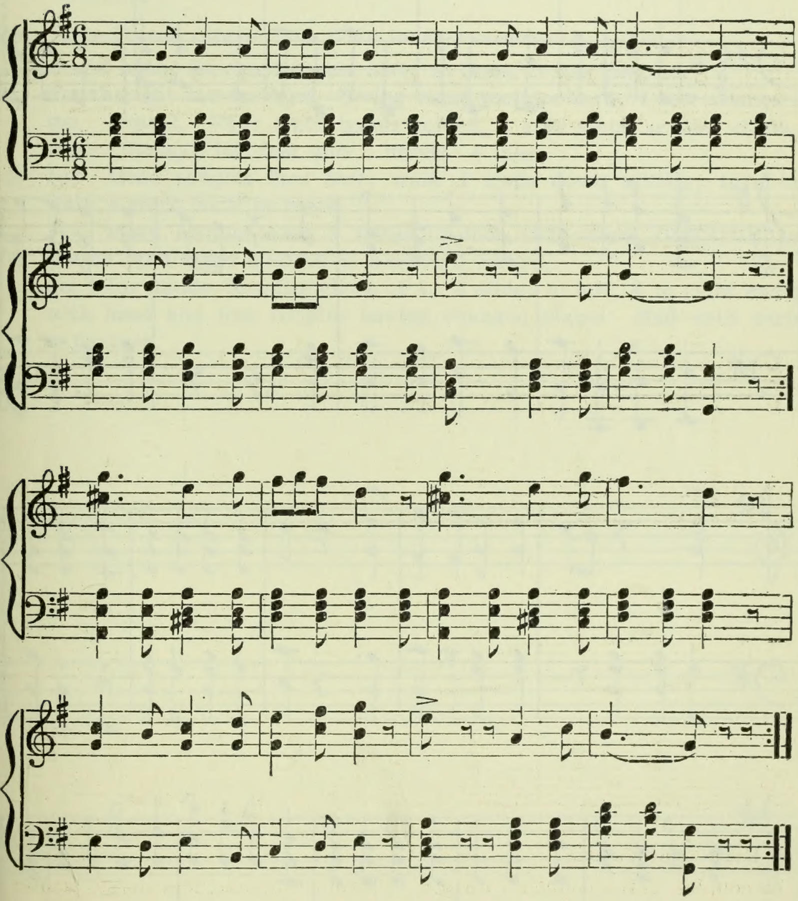
POP GOES THE WEASEL:

In couples, three couples to a set. Players face partners across center of set, as in Virginia Reel.

1. Head couple, backs to set, face outward and take 8 slides to foot; 8 back.
2. Head couple joins both hands and takes 8 slides down center of set; 8 back.

3. Head couple makes circle of 3 with next girl; the little circle of 3 takes 8 slides around circle to the right; 4 to left; then the new player is "popped" under the arch formed by the joined hands of the original head couple. The player "popped" must be landed in her own place.
4. Head couple repeats No. 3 with the second boy, the partner of the player just "popped" to place.
5. Head couple repeats No. 3 with foot girl.
6. Head couple repeats No. 3 with foot boy; then head couple takes foot of set, and the dance is repeated with the new head couple.

POP GOES THE WEASEL



THE MERRY-GO-ROUND (*Traditional North Carolina Folk Game*):

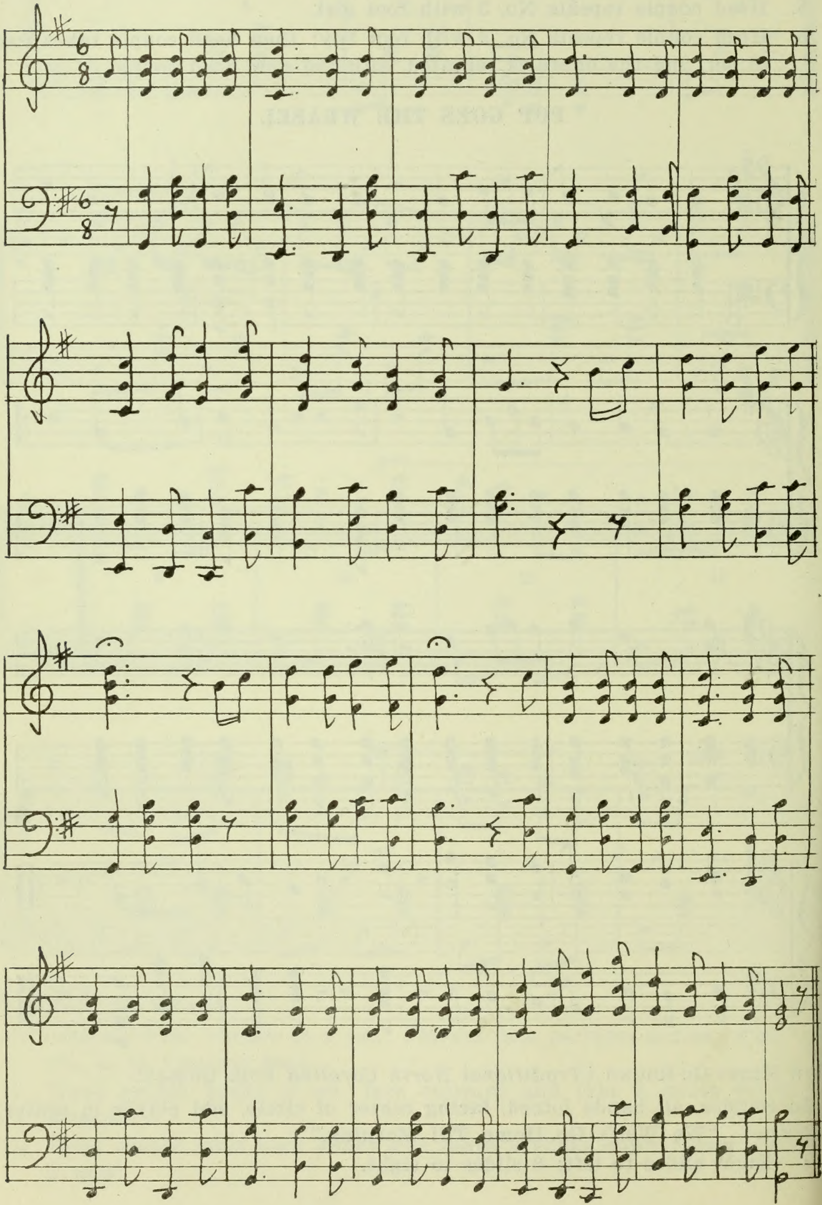
In couples, all hands joined, facing center of circle, odd player in center.

Music: "We Won't Go Home Till Morning."

1. Eight slides to left; 8 slides to right.

2. Face partner and join both hands; 4 slides to center, 4 out.
3. Give right hand to partner, and take "grand right and left" around circle until music stops, when each player tries to retain partner he then has, as odd player in center is now trying to secure a partner.

THE MERRY-GO-ROUND



THE LAND OF COTTON (*Music, "Dixie"*):

Partners around circle, right shoulders to center, inside hands joined high; outer hands at hips.

1. (*a*) Beginning with outside foot, walk three steps forward and point inside foot, bending toward partner. Repeat, beginning inside foot and pointing away from partner.

   (*b*) Boy stands still as girl turns with 4 steps under raised arms; then girl stands as boy turns under raised arms.

   (*c*) Eight slides to left, away from partner; 8 slides returning.
2. Repeat (*a*) and (*b*), step 1.

   (*c*) Join both hands and take 8 slides forward around circle; 8 slides returning.

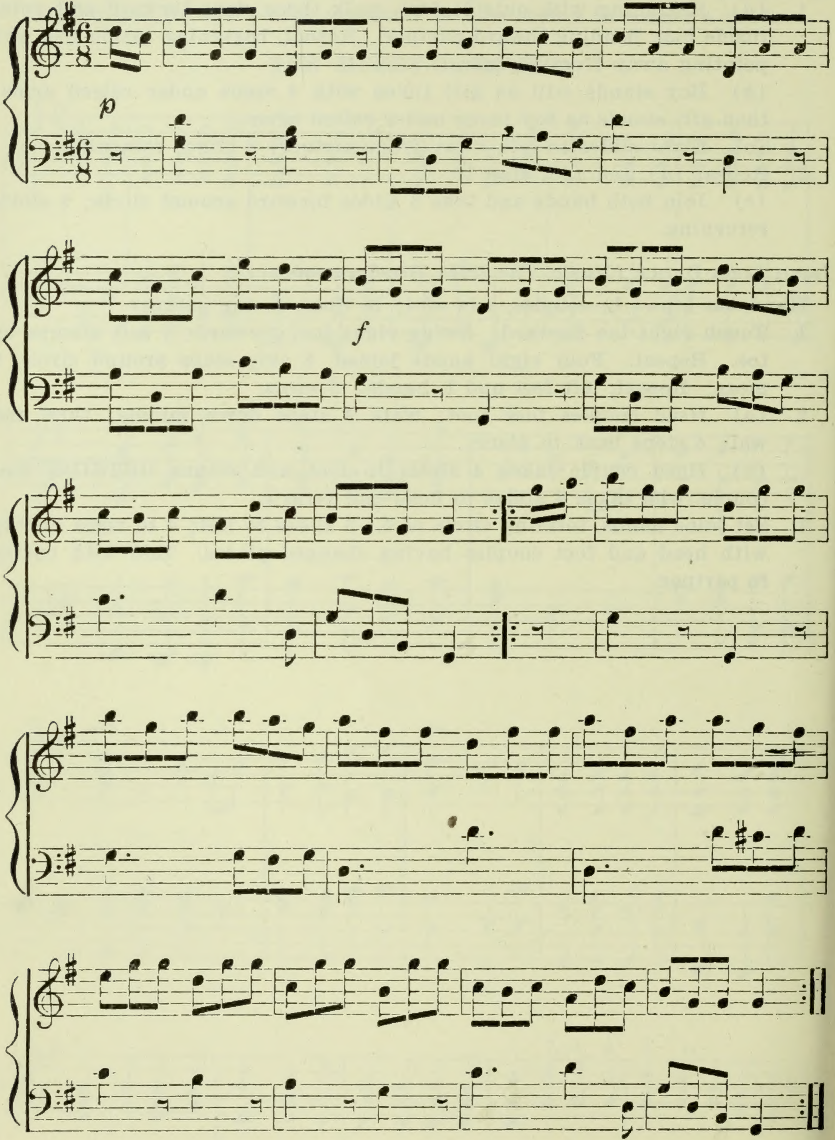
IRISH LONG DANCE (*Music, The Irish Washerwoman*):

Hands on hips. In couples, sets of 4; in lines, facing partner.

1. Touch right toe forward. Swing right foot forward; 4 soft stamps on toe. Repeat. Four right hands joined, 8 skip steps around circle, 8 meas. Repeat, left feet and L hands. 8 meas.
2. (*a*) Head couples face foot; walk 4 steps down middle; turn and walk 4 steps back to place.

   (*b*) Head couple takes 4 slides to foot and return OUTSIDE foot couple, who takes 4 slides to head and return.
3. Set joins hands, forming circle of 4. 8 slides to left; 4 to right ending with head and foot couples having changed places. End with curtsy to partner.

IRISH WASHERWOMAN



GRADE VI

For Explanation of Types of Exercises, see pages 12, 13, 14.

GYMNASTICS

General Plan of Gymnastic Lesson, page 57.
Directions for Teaching Gymnastics, pages 57, 60.

Lesson I

1. Order. (*a*) Quick changes of arm and foot positions
(*b*) Review facings and march steps.

2. Arm. Head—*firm;* quick knee bending with arm flinging sideways, *one; two.*

3. Leg. Hips—*firm;* high knee bending upward, 12 counts—*go.*

4. Trunk. Shoulders firm and feet apart—*jump;* bend and touch right (L) ankle with both hands, *one;* stand erect, *two.*

5. Precipitant. March—tiptoe march—halt.

6. Breathing. Hands on lower ribs—*place;* broaden chest, *one; two.*

Lesson II

1. Order. About—*face;* (carry toe of right foot behind and slightly to left of left heel); *two,* face to rear, turning to right on right heel and left toe. (From U. S. Infantry Drill Regulations.)

2. Arm. Chest firm and place left foot forward, *one;* raise heels, *two;* lower heels, *three;* position, *four.* Repeat to opposite side; then to both sides in eight counts.

3. Leg. "Knee Dip," see Lesson IX, Grade V.

4. Trunk. Right hand on hip, left hand on head, *place;* trunk to right, *bend,* (3 times to right, then reverse arm positions and repeat 3 times to left).

5. Precipitant. Jump in place, flinging arms sideways on jump, *one; two; three.*

6. Arms sideways fling and feet apart—*jump;* turn palms upward and raise heels, with deep breathing, *one; two.*

Lesson III

1. Order. Head firm and place left foot sideways—*one;* raise heels, *two;* sink heels, *three;* position, *four.* Repeat to opposite side; then in 8 counts.

2. Arm. Shoulders—*firm;* arms stretching upward and sideways, 4 counts —*go.*

3. Leg. Chest—*firm;* slow, deep knee bending, *one; two.*

4. Trunk. "Prairie dog diving into his hole"; shoulders firm and feet apart—*jump;* stretch arms upward—*one;* bend forward and touch floor between feet, *two;* stretch upward, *three;* shoulders firm, *four.*

5. Precipitant. "Bouncing ball," see Lesson IV, Grade III.

6. West Point breathing; *two.*

LESSON IV

1. Order. About face and one step forward—*march* (4 counts).

2. Arm. Shoulders—*firm;* stretch right arm upward, left downward, *one;* shoulders firm, *two;* reverse positions of arms.

3. Leg. Hands behind body—*clasp;* slow, deep knee bending, *one; two.*

4. Trunk. Left foot forward—*place;* circle arms overhead and twist trunk to left, *one; two.* Repeat, then reverse foot positions, and twist to right.

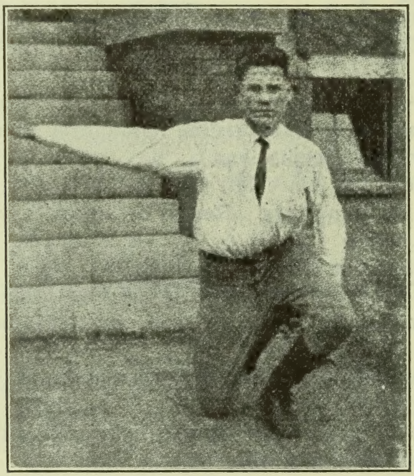
5. Precipitant. Hips—*firm;* jumping forward, *one* (bend knees, toes off floor); jump, advancing about eighteen inches, and landing with knees bent, *two;* stand erect, *three.*

6. "Rooster"; elbows bent at side, finger tips touching shoulders; deep breathing, raising elbows, *one; two.*

LESSON V

1. Order. Chest firm and left (R) foot forward—*one;* heels raised and fling arms sideways, *two;* return, *three;* position, *four.*

2. Arm. Arms sideways fling and feet apart—*jump;* hand turning and deep breathing, *one; two.*



KNEE DIP

3. Leg. Shoulders—*firm;* quick knee bending, heels off floor, with arm stretching upward, *one; two.*

4. Trunk. Right hand on hip, left arm sideways—*raise;* bend forward (knees straight) to touch left hand to left toe—*one; two.* Repeat 6 counts, then reverse.

5. Precipitant. Hips—*firm;* left knee—*raise;* step and hop on left, then on right, 2 counts to each foot, 16 counts in all—*go.*

6. Breathing. Finger tips on front of diaphragm, *one; two.*

LESSON VI

1. Order. March; tiptoe march; normal march; halt.

2. Arm. "Sky rockets"; quick "shoulders firm" and arm stretching upward, (*one; two*) followed by slow sinking sideways, downward.

3. Leg. Chest—*firm;* slow, deep knee bending—*place;* arms sideways fling, *one; two.*

4. Trunk, "Prairie dog" (see Lesson III, Grade VI).

5. Precipitant. Hips—*firm;* jump in place with half turn right (L) on jump; *one; two; three.*

6. Breathing. Head firm and feet apart—*jump;* broaden chest, *one; two.*

LESSON VII

1. Order. Review facings and march steps in various directions.

2. Arm. "Windmill"; shoulders—*firm;* left arm upward, right downward, *stretch;* with quick flinging, arms *change* (arms wheel to reverse position like windmill sails).

3. Leg. "Power hammer"; jump to stride position and bring fists to front of chest—*place;* quick, strong knee bending, with downward stroke of hands, *one;* return, *two.*

4. Trunk. Head—*firm;* left (R) foot forward—*place;* trunk to left (R) *bend; raise.*

5. Precipitant. Raise left knee, clapping hands under knee—*one;* replace foot, *two;* continue 16 counts—*go.* (Keep trunk erect.)

6. Breathing. Arms sideways raise and feet apart—*jump;* turn palms upward and raise heels, *one; two.*

LESSON VIII

1. Order. Hips—*firm;* knee bending upward, march time—*go.*

2. Head. Chest—*firm;* feet apart—*jump;* bend head backward, deep breathing, *one; two.* (Chin in; watch for hollow backs.)

3. Leg. With palms up, arms sideways raise and feet apart—*jump;* arm raising upward and heels raising—*one; two.*

4. Trunk. "Steamboat," see Lesson IX, Grade IV.

5. Precipitant. "Sprinting Start"; "on mark," drop to crouch position, left (R) knee at instep of right (L) foot, fingers supporting weight on floor, thumbs pointing to center; at "get set," lean forward, straightening rear leg; at "go," run in place 12 counts.

6. Shoulders—*firm;* deep breathing, *one, two*

LESSON IX

1. Order. Chest firm and place left (R) foot forward—*one;* stretch arms sideways and raise heels—*two;* chest firm and lower heels—*three;* position, *four.*

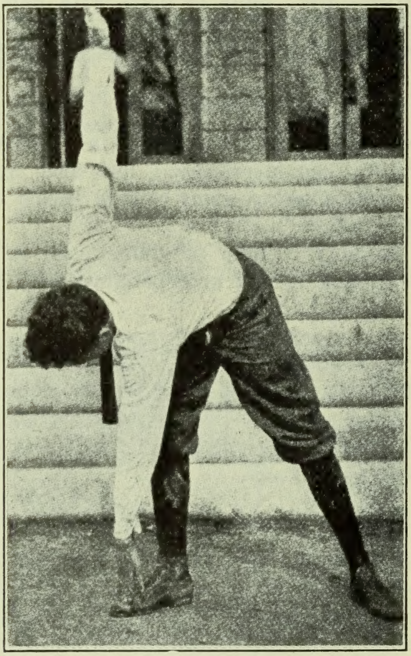
2. Feet apart—*jump;* raise arms forward-upward—*one* (keep palms facing and as far apart as the shoulders are wide); sink sideways—downward, *two.* (Turn palms downward at shoulder height.)

3. Leg. Shoulders—*firm;* stretch arms downward and bend knees, touching fingers to floor between feet—*one;* return—*two.*

4. Trunk. "Aeroplane"; arms sideways raise and feet apart—*Jump;* touch right toe with left hand, right arm vertical—*one;* stand erect—*two;* touch left toe with right hand—*three;* stand erect—*four.* Keep knees straight.

5. Hips—*firm;* jump in place with a half-turn to right (L), *one; two; three.*

6. West Point breathing; *one; two.*



"AEROPLANE"

LESSON X

1. "Rooster walk"; hips—*firm;* bend left knee upward, *one;* stretch left leg forward, knee straight, *two;* step forward on left and hold, *three;* repeat right.

2. Arm. Circle arms overhead and twist head to left (R), *one; two.*

3. Leg. With palms up, arms sideways raise and feet apart—*jump;* arm raising upward and knee bending (heels off floor) *one; two.*

4. Trunk. Head firm and left foot forward—*place;* trunk to left—bend; *raise.* Give three times on left, then reverse the position of feet and bend to right.

5. Precipitant. "Sprint" (see Lesson VIII, Grade VI).

6. Feet apart—*jump;* deep breathing with arm raising forward upward and sinking sideways, downward (see Lesson IX, Grade VI) *one; two.*

GAMES AND CONTESTS

LAST MAN (Schoolroom):

Players seated at desks. One is "it" and another is runner, as in Partner Tag (Grade V). The runner is safe if he stands behind some row and calls "last man," when the front player on that row is now being chased by "it," and saves himself by standing behind a row and calling "last man." When the front player runs, each player in that row moves forward one seat; the runner who called "last man" takes the rear seat thus vacated in that row. When a runner is tagged he becomes "it," and the one who tagged him may now be tagged in his turn.

GROCERY STORE (Schoolroom relay):

Played like the Blackboard Relay described in Grade V, except that each player as he runs forward must write the name of some article for sale in a grocery store. The row wins who finishes first, and has no mistakes in spelling.

BOWLING (Schoolroom):

Three Indian clubs (or erasers) are stood up in front of each aisle; each player in turn stands with feet behind a line drawn about 20 feet from his own set of clubs, and tries, by bowling (not throwing) an indoor baseball, to knock down the clubs. One point is scored for one club, three for two clubs, and five if all three clubs are knocked down.

ODD AND EVEN (Schoolroom; Playground):

Players stand in circle around the outside aisle of room, and number by 1's and 2's; each team has a captain who stands in the center of the circle, holding a basketball or indoor baseball; at a signal, each captain begins to pass the ball to each member of his team in succession, the ball being returned by each player to the captain; the team who first completes the circle is declared the winner.

ALL UP RELAY (Schoolroom; Playground):

Draw two circles, 6 inches in diameter, in front of each row of seats. In one circle of each group place two Indian clubs, erasers, or sections cut from a 2x4 timber. The front player in each row runs forward, left hand behind his back, and with his right hand transfers the standing Indian clubs from one of his circles to the other, and then runs to his seat, when the next player runs forward, and transfers, one at a time, the Indian clubs to the other of his circles. Any club failing to stand erect must be replaced by the player who last touched it. This is also an excellent playground game, having each team stand in single file.

GOING TO JERUSALEM (Schoolroom):

Players in single circle around outside aisle. Mark off with chalk three or four "magic carpet" sections in the outside aisle, these sections about four feet square. Players march around room to music of piano or victrola, and when music suddenly stops, players caught in the "magic carpet" must take their seats.

HORSE AND RIDER (Playground relay race):

Players in lines facing forward; draw a goal line thirty or forty feet in front of each team. The first player in each team runs forward, touches one foot across goal, and runs back to his team to take the hand of the next player in line and run with him to the goal; the first player remains there while the second returns to take the third player over; the team wins who first transfers all its players across the field to the goal.

STRIDE BALL (Playground):

Players in circle, one player in center; the center player tries to throw the basketball between the feet of the players in circle, who are standing with feet wide apart, and who bat the ball back to center in guarding their own feet; if the center player succeeds in driving the ball outside the circle, he exchanges places in the circle with the player who allowed the ball to go out.

NEWCOMB. See rules published by A. G. Spalding & Bros., 45 Rose Street, New York.

DODGE BALL (Playground):

Players in two teams, one forming circle, the other scattered within the circle. The outer group has a basketball or volley ball with which they try to hit center player, who, as soon as he is hit, must step outside the circle. A good hit must be on or below the knees. When all have been eliminated, the teams change places; the team which eliminates the other in the shortest time is declared the winner.

PROGRESSIVE DODGE BALL (Playground):

Draw lines dividing the court into three equal parts. Have players in three teams, one occupying each space. The game is played in three divisions of five minutes each. A score is made by the team hitting a member of another team with the ball; the umpire calls the score as made. A good hit must be made before the ball has touched the ground. No player may step into an opponent's territory. When "time" is called, teams change places by rotating, number 1 being now in the center, number 2 in the end court, and so on, as the game proceeds. The scores are totaled at the end of the third division of play.

PRISON BASE (Playground):

Tag game. Two bases of considerable size should be marked out and two prisons. Two teams of equal numbers occupy the bases. The object of the game is to make prisoners of the opponents. The special rule of play is that any player can tag and thus capture any player of the opposing side who left his base earlier; that is, the player who has been away from his base longest can be tagged by any opponent who has not been away so long. The only ways to escape being tagged are to run so fast that no opponent can catch you or to go back to your base. When one is tagged, the tagger can take his prisoner to prison without being captured. If a player of the same side as a prisoner can tag him before being tagged by the opponents, he may take him home without being captured. The success of this game depends much on the size of bases and prisons and their location and distance apart.

LONG BALL (Playground):

Mark out three bases: home, pitcher's base and long base, each 3 by 6 feet. The pitcher's base should be 25 to 35 feet from home base and long base several feet farther. Long base may be directly back of pitcher's base or in any other direction that is convenient. Use an indoor baseball. Choose two teams and have one team at bat, the other in the field. The pitcher must toss the ball to the batter. Players bat in regular order. Each player remains at bat until he hits the ball, and then he runs to long base, no matter where the hit ball goes. There are no foul balls in this game. If a hit ball is caught before it falls to the ground the batter is out. If the fielders do not catch it they get it and try to hit the batter with it before he can reach long base, or while he is running home from long base. Players reaching long base may remain there until they see a good chance to return to home base, even if several are on the base at once. Scores are counted for each player reaching home base safely. The side at bat is out and must change places with opponents when three batters are out or when all are on long base and no one is left to bat. The side making most scores in even innings wins.

LINE FOOT BALL (Playground—30-60 players):

Players in two teams, standing in single file, facing each other across a space thirty to fifty feet wide. The leader opens the game by bowling a soccer ball midway between the two files; the two players from the head of each line run forward to attack the ball, and attempt to drive the ball between the players of the opposing line. A goal is scored when the ball crosses the home line of either team. The ball must be handled as in soccer, with the feet only, and a foul made by touching the ball with the hands scores one point for the opposing side. If the ball goes above the heads of the players when it crosses the line, no score is made, and ball continues in play until a goal is scored, when the attackers take their places at the foot of the line, and the next players (the third and fourth) become center attackers from each team when the ball is next put in play.

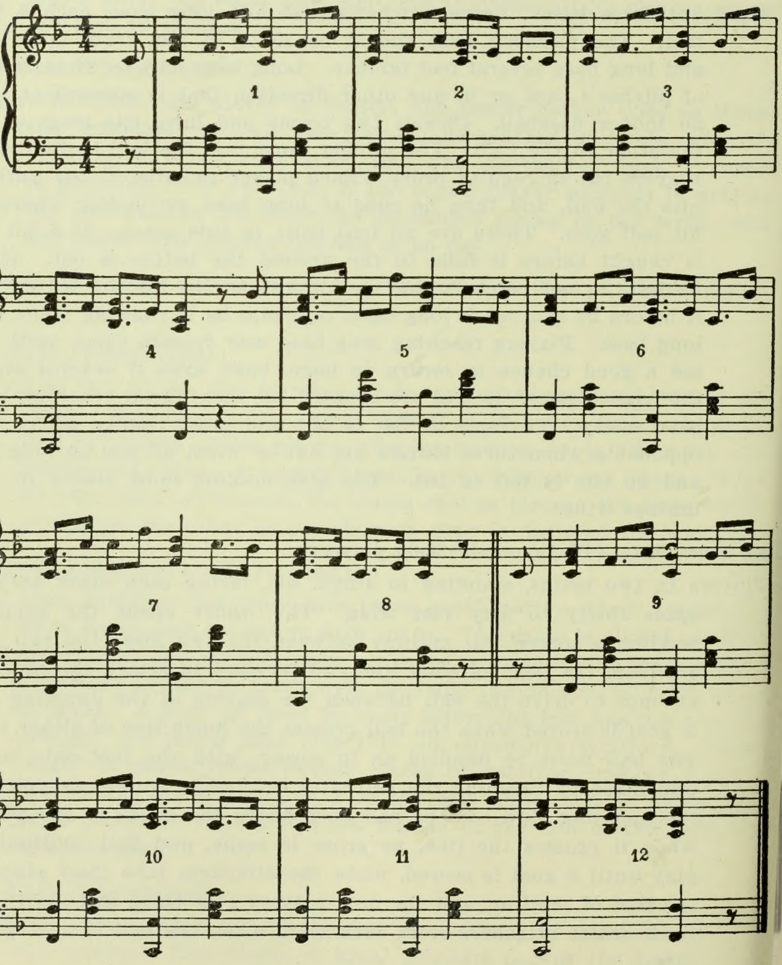
RHYTHMIC PLAYS

*HIGHLAND SCHOTTISCHE:

Couples in single circle, partners facing. Right hand on hip, left over head.

1. Touch right toe at right side; raise foot behind knee, with slight spring. Repeat 1.
   Schottische 1 step right (slide right, step left, step right, hop on right, swinging left forward). Reverse arm positions during above.
2. Same as No. 1, using opposite foot and hand. Repeat 1 and 2.

HIGHLAND SCHOTTISCHE
Scotch



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3. Hook right arms, left overhead. Turn partner with right, left, right and hop; repeat, beginning left and right; stamp 3 times in place, reversing positions of arms. Repeat with opposite foot and hand.

DUTCH DANCE (Music, "Where, oh where, is my little dog gone," 3/4 time): The step used is the typical "wooden shoe" step. Step on right (count 1), swing left leg forward, toe turned up, and raise and sink right heel on counts 2 and 3. As the left leg is swung forward, the heel is brushed on the floor on count 2. Repeat, stepping on left and swinging right forward.

1. In couples, inside hands joined high, outside on skirt; double circle. 8 Dutch steps in circle; 8 measures. Place hands on hips and run 6 little steps in circle, turning outward and ending facing partner; 2 measures. Curtsy to partner, bending stiffly from waist, arms out at sides; 2 measures.
2. Eight Dutch steps around circle, as in step 1, 8 measures. Face partner and join both hands, arms extended stiffly at sides; turn ("windmill") with 8 step-hops in circle, bending to alternate sides, 8 measures.
3. Facing partner, inside partner back to circle, outside partner facing center of circle.

   Three Dutch steps forward, passing partner (3 measures); curtsy as in No. 1, 1 measure.

   Three Dutch steps backward, returning to place; curtsy; 4 measures. Join right hands high and turn partner with 6 Dutch steps, 6 measures; end with a little jump, bringing feet together, on count 1 of 7th measure, jump with feet apart with count 3 of 7th measure; jump bringing feet together and hold on count 1 of 8th measure.

MORRIS DANCE (*Traditional Old English*):

Formation in sets of 8, all facing forward. Each dancer has stick 2½ feet long.

Morris Step (a) Run R, L, R, hop R (1 measure), (b) same L (1 measure), (c) step R, hop, step L, hop (1 measure), (d) bring feet together and finish with jump (1 measure).

I. 1. Sticks in R hands. One Morris step forward (a, b, c, d), turning 180 degrees on final jump.................. (4 measures)
   2. Repeat in new direction.................. (4 measures)
   3. Repeat 1 and 2.................. (8 measures)

II. "Sticks." Partners facing.
   1. Partners strike sticks 3 times.................. (1 measure)
      Repeat (1 measure). No step during this.
   2. Holding sticks crossed, repeat parts c and d of Morris step.................. (2 measures)
      Repeat 1 and 2.................. (4 measures)

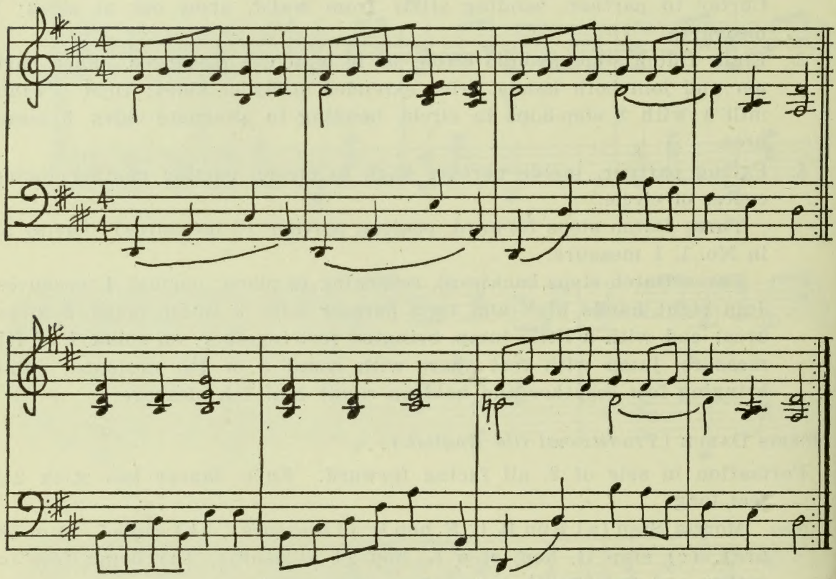
III. "Cross over." Partners facing.
   1. Cross to partners' place with a and b; take c and d in place, turning 180 degrees on final jump.................. (4 measures)
   2. Repeat, returning to place.................. (4 measures)

3. Repeat 1 and 2 .... (8 measures)
   Repeat "Sticks" .... (4 measures) (8 measures)

IV. "Back to Back." Partners facing.

1. Partners meet and pass around each other without turning as in Fig 5 in Virginia Reel (R shoulders touching) on parts a and b of Morris step. Return to own place on parts c and d.. (4 measures)
2. Repeat touching L shoulders .... (4 measures)
3. Repeat 1 and 2 .... (8 measures)
   "Sticks." End with cheer, raising sticks on final hop.

MORRIS DANCE
(Old English)



MAYPOLE DANCE:

The Maypole should be wound by twelve, sixteen, twenty or twenty-four dancers. Have the top of the pole decked with green boughs and flowers. The streamers should be of cambric, in different colors, and about six inches or more in width.

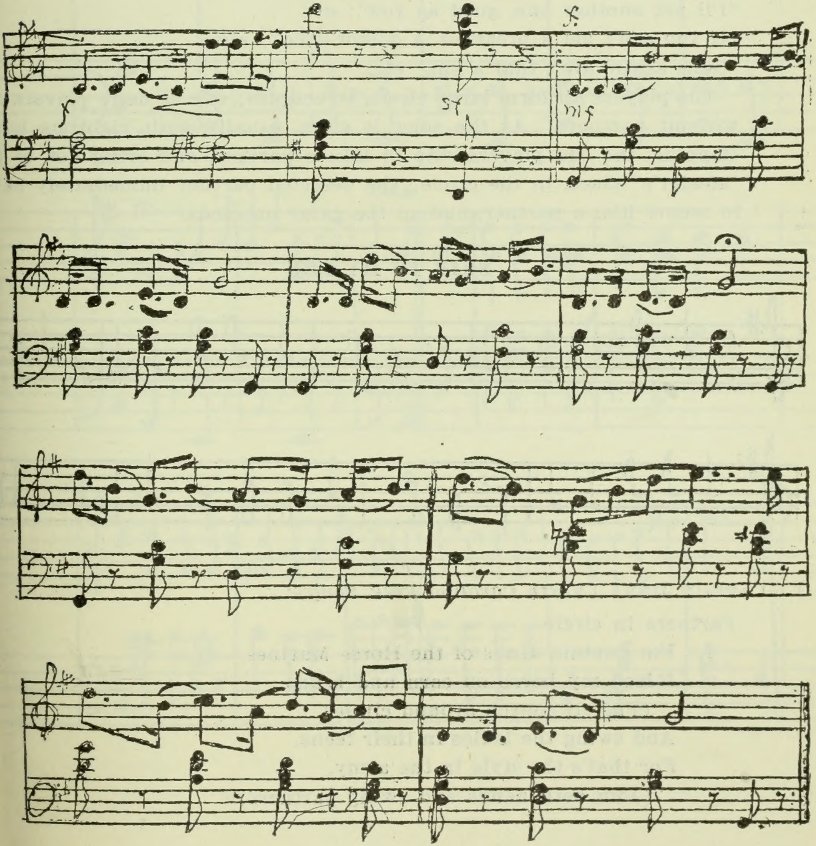
Music, a march (4/4) of a festival type. Skipping step used unless otherwise stated. Any circle dance of a suitable type may be used around the Maypole before the pole is to be wound. The "French May," the "Ring Dance," "Seven Jumps" are effectively used in this manner.

The Dance. In couples, inside hands joined, outside holding skirts.

1. Skip around pole 12 skip-steps (6 measures); curtsy to partner, 2 measures.
2. Repeat 1, moving in opposite direction, 8 measures.

3. Repeat 1, inside partners moving in original direction, outside partners in opposite direction, making two concentric circles; moving in opposite directions (8 measures). Reverse and repeat, 8 measures.
4. All join hands, forming single circle, facing toward pole. 4 skip-steps toward pole; 4 back; join right hands with partner, and turn in place with 8 skip-steps, 8 measures.
5. Same as 4, except that the turn is made with left hands joined.
6. Single circle, all hands joined, facing center, eight slides to left; 8 to right; turn partner with right hands joined; turn with left hands joined, 16 measures.
7. Face partner and join both hands, arms stretched out at sides. Four slides toward pole; 4 slides back to place (4 measures); then join right hand with partner, and pass partner, giving left hand to next dancer, right hand to next, and continue until partner is reached.
8. Skip to pole and pick up streamer; return to place; wind pole by passing partner with right hand, next dancer with left, and so on as in No. 7. Continue until pole is wound, then drop streamers, curtsy to partner, and skip off field.

MINUET



MINUET, 1812:

In couples, inside hands joined high. Begin with outside foot. Curtsy to partner during introduction.

1. Step forward, pointing inside toe at heel of outside foot and bend both knees. Step backward on inside foot, pointing toe of outside foot. Three walking steps forward (begin with outside foot) and point inside toe forward.
2. Repeat 1, beginning with inside foot.
3. Step away from partner and bend. Step toward partner and bend. Three steps turning, face back of room and point outside foot.
4. Repeat 3.

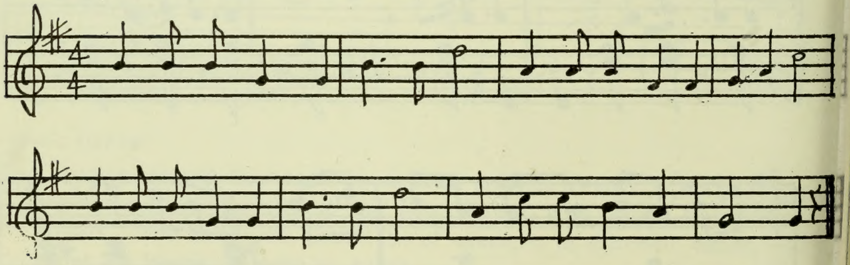
"STEALING PARTNERS," OR "SKIP TO MY LOU":

This is a very old Southern game-song. There are a variety of nonsense verses, of which the following are typical:

"I'll steel a partner, shoo-la-loo (or skip to my Lou);
Steal a partner, shoo-la-loo;
Steal a partner, shoo-la-loo;
Should I lose my darling."
"I'll get another one, good as you"; etc.
"If you can't get a preacher, a doctor'll do"; etc.
"Gone again, ain't that a sin," etc.

The players all form large circle, in couples; one or more players are without partners. As the song is sung, usually with vigorous hand-clapping, the odd players skip to take a partner, and bring her to the "stealer's" place, in the circle; the deserted partner immediately skips to secure him a partner, and so the game proceeds.

SKIP TO MY LOU



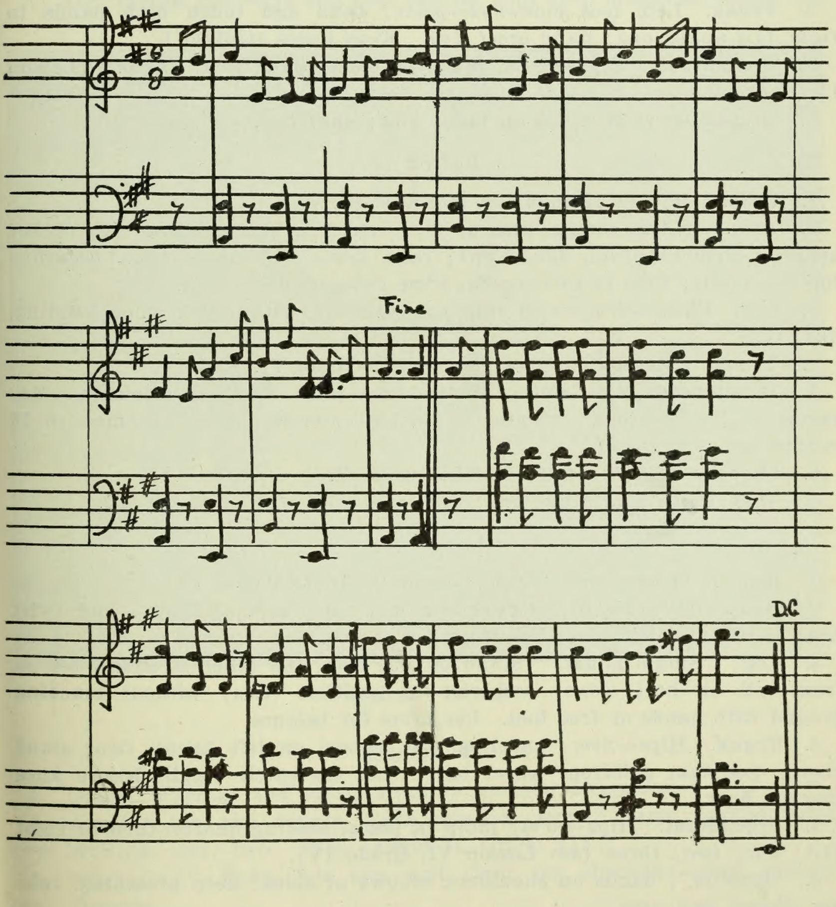
1. CAPTAIN JINKS (*North Carolina Folk Song*):

Partners in circle.

1. I'm Captain Jinks of the Horse Marines,
I feed my horse on corn and beans,
(Players march around circle)
And swing the ladies in their teens,
For that's the style in the army.
(Join both hands and swing partners)

2. I teach the ladies how to dance,
How to dance, how to dance,
I teach the ladies how to dance,
(Skip around circle)
For that's the style in the army.
(Curtsy to partner)
3. Salute your partner, turn to the right,
(Facing partner, salute, and turn to right, facing new partner)
And swing your neighbor with all your might,
(Swing new partner)
And promenade the ladies right,
For that's the way in the army.
(March around circle; finish with curtsy.)

CAPTAIN JINKS



GRADE VII

For Explanation of Types of Exercises, see pages 12, 13, 14.

GYMNASTICS

General Plan of Gymnastic Lessons, page 57.
Directions for Teaching Gymnastics, pages 57, 60.

1. Order. Review quick changes of arm and foot positions.

2. Arm. In two counts, arms upward—*stretch* (shoulders firm on *one;* stretch upward on *two*); continue in various directions.

3. Leg. "Power Hammer," see Lesson VII, Grade VI.

4. Trunk. Left foot sideways—*place;* bend and touch both hands to right (L) ankle, *one;* stand erect, *two.* Keep knees straight.)

5. Precipitant. Hips—*firm;* jump in place—*one; two; three.* (Lesson IX, Grade V.)

6. Breathing, with hands on lower ribs; *one; two.*

Lesson II

1. Order. Review facings and march steps.

2. Arm. In two counts, arm upward—*stretch;* arm parting—*one* (lower arms to shoulder level, palms up); raise arms over head—*two.* Continue for six counts; then in two counts, arms downward—*stretch.*

3. Leg. Chest—*firm;* arm flinging sideways with quick knee bending, *one; two.*

4. Trunk. "Aeroplane," see Lesson IX, Grade VI.

5. Precipitant. Cut step. Hips—*firm;* raise left leg sideways—*one;* spring on to left foot, swinging right leg sideways—*two;* continue to 16 counts—*go.*

6. "Rooster walk," see Grade VI, Lesson X.

7. West Point breathing—*one; two.*

Lesson III

1. Order. "Fire-cracker" (see Lesson V, Grade V).

2. Arm. Left (R) foot forward—*place;* raise arms sideways and twist head to left (R) with deep breathing; *one; two.*

3. Leg. "Single Squat." Stand on one foot, the other stretched out in front; sit on heel—(*one*) and rise to position (*two*) without touching ground with hands or free foot. Use arms for balance.

4. Trunk. Hips—*firm;* kneeling, *one* (kneel on left knee), *two;* stand erect. See that children "kneel tall." Let toe catch weight before knee touches floor.

5. Precipitant. Hips—*firm;* jump in place, making quarter-turn to right (L); *one; two; three* (see Lesson VI, Grade IV).

6. "Rooster"; hands on shoulders, elbows at sides; deep breathing, raising elbows, *one; two.*

LESSON IV

1. Order. Shoulders—*firm;* left arm upward, right downward—*stretch;* reverse in two counts, "shoulders firm" on *one.*

2. Head—*firm;* on right knee, *kneel;* deep breathing with head bending backward, *one; two.* (Twice on right knee; twice on left.)

3. Leg. "Knee Dip," see Lesson IX, Grade V.

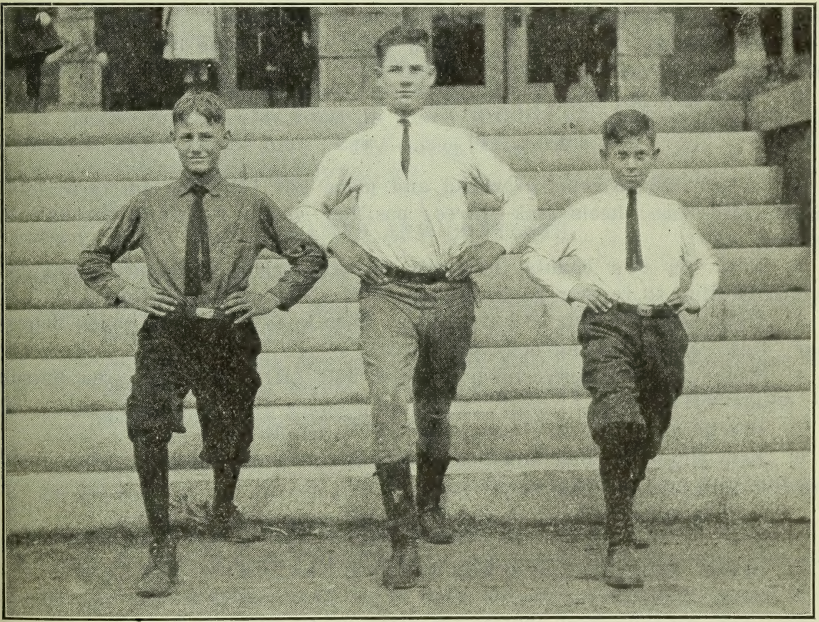
4. Trunk. Left foot forward—*place;* arm flinging forward upward and trunk twisting to left, *one; two.* Reverse position of feet for twisting to right.

5. Abdominal. Raise left knee, clapping hands under knee—*one;* replace foot, *two.* Continue to 12 counts. Keep trunk erect.

6. Cut step. Hips—*firm;* left leg sideways—*raise;* cut step, 16 counts —*go.*

(See Lesson II, Grade VII.)

7. Arm raising sideways and heel raising with deep breathing—*one; two.*



FORWARD—LUNGE

LESSON V

1. Order. Facings and march-steps in various directions.

2. Arm-leg. In two counts, arms upward—*stretch;* arm parting with knee bending—*one; two.* (See Lesson II, Grade VII.)

3. "Signaling." Raise left arm and right leg sideways—*one;* replace *two.* Reverse.

4. Trunk. Hips—*firm;* lunge forward (placing left foot 3 foot-lengths ahead, left knee bent, backward knee straight), *one;* replace, pushing with forward foot, *two.*

5. Precipitant. Hips—*firm;* jump in place, making half-turn left (R)—*one; two; three.*

6. Head—*firm;* broaden chest with deep breathing—*one; two.*

LESSON VI

1. Order. Head firm and left (R) foot forward—*place;* knee bending, heels off floor—*two;* knees stretch—*three;* position—*four.* Repeat to other side. Hold each position until correctly done.

2. On left (R) knee—*kneel;* circle arms over head and twist trunk to left, *one; two.* Repeat, then stand erect, and repeat, kneeling on opposite side, bending right.

3. Arm. Stretch arms sideways, upward, backward and downward, 8 counts—*go.* ("Shoulders firm" on count *one.*)

4. Leg. Chest—*firm;* slowly, knees deep—*bend;* arms sideways fling—*one; two* (repeat four times); knees—*stretch;* po-*sition.*

5. Precipitant. Hips—*firm;* with a light spring cross left foot in front of right—*one;* reverse position of feet—*two;* continue for 12 counts—*go.*

6. "Rooster," see Lesson IV, Grade VI.

LESSON VII

1. Order. Circle arms overhead and place left (R) foot forward—*one;* heels raise—*two;* heels sink—*three;* position—*four.* Continue through 16 counts.

2. Arm. In two counts, left arm upward, right downward—*stretch;* windmill fling to reverse position—*two.* (See Lesson VII, Grade VI.)

3. Hands clasped back of body—*place;* deep knee bending to touch floor—*one; two.* Avoid tipping body backward.

4. Trunk. Chest—*firm;* lunge forward left (R)—*one; two* (see Lesson V, Grade VII).

5. Precipitant. "Sprint," see Lesson VIII, Grade VI.

6. Arm sideways fling and feet apart—*jump;* deep breathing with hand turning and heel raising—*one; two.*

LESSON VIII

1. Order. Quick change of arm and foot positions.

2. Arm. Shoulders—*firm;* stretch right arm sideways and left downward—*one; two;* reverse the arm positions.

3. Leg. "Piston rod," see Lesson I, Grade IV.

4. Trunk. Feet apart—*jump;* fling arms forward-upward and twist trunk to left (R)—*one;* lower arms and twist forward, *two.* Repeat to opposite side.

5. Precipitant. Hips—*firm;* double jump in place, making two quarter-turns to right or left; *one,* bend knees, heels off floor; *two,* jump facing to right (L); *three,* make a second jump in opposite direction; *four,* stand erect.

6. Hands on lower ribs—*place;* deep breathing— *one; two.*

LESSON IX

1. Order. Arm flinging forward, upward and quick knee bending—*one; two.*

2. Head. Chest firm and feet apart—*jump;* head bending backward with deep breathing—*one; two.* (See that chin is kept close in, and that waist is flat.)

3. Leg. "Power Hammer," see Lesson VII, Grade VI.

4. Trunk. Right hand on hip, left on head—*place;* trunk to right—*bend; raise,* repeat, then reverse position of hands for bending to left.

5. Precipitant. Hips—*firm;* left foot crossed in front of right—*place;* spring, reversing position of feet, 16 counts—*go.*

6. Head firm and feet apart—*jump;* deep breathing, *one; two.*

LESSON X

1. Order. "Fire-cracker," see Lesson V, Grade V.

2. Arm. Shoulders—*firm;* right arm sideways, left upward—*stretch;* change in two counts—*one; two.*

3. Leg. Hips—*firm;* left foot forward—*lunge;* to head firm—*change;* again, *change;* foot *replace.* Repeat right foot forward.

4. Trunk. "Aeroplane," see Lesson IX, Grade VI.

5. Hips—*firm;* double jump in place, making two half-turns, right and left; *one; two; three; four.* See Lesson VIII, Grade VII.

6. West Point breathing—*one; two.*

GAMES AND CONTESTS

GEOGRAPHY RELAY (Schoolroom):

Played like "Blackboard Relay," Grade V, except that players write on the board the name of some state of the Union, or of some river of Europe, or some city of their own state. The row wins who first finishes without errors in spelling, capitals or subject-matter. No duplicate names allowed in a given row.

HISTORY RELAY:

As above, writing the name of some historical personage in a given country or period, as the Presidents of the United States.

A DOZEN WAYS OF GETTING THERE (Relay race for schoolroom or playground):

The first player in the line runs to touch the wall or a goal line, and when she has returned to her place the second must advance in a manner different from her predecessor; hopping, skipping, tiptoe, running, going sideways, backwards, flying, galloping—any method of procedure not already given in your own row.

SCHOOLROOM BASKETBALL:

Two or more waste baskets are placed on the floor, and a throwing line drawn fifteen feet from each basket. One team is lined up behind each throwing line, facing basket. The ball is given to the rear player in each line, and, on the signal, is passed forward with both hands over the heads of the line until it reaches the front player, who throws for the basket, and, whether or not a goal is made, picks up the ball and runs to the back line to start the ball again forward. The side making most scores is the winner.

NOSE AND TOE TAG (Playground):

Players scattered about the playing space; one is "it," and tries to tag another player, who will then become "it" in the first player's place. Players save themselves from being tagged by grasping nose with one hand and toe with the other hand, standing on one foot.

VOLLEY BALL:

See rules published by A. G. Spalding & Bros., 45 Rose Street, New York.

END BALL (Use the basketball court):

Draw a line across the center and another about four feet from each end line. Players in two teams of equal numbers, each with a captain. The captain of each team chooses one-third of his players as "catchers," and places them in the small space next to the end of the court and back of the opposing "guards." Two-thirds of the players are "guards" or "throwers." For example, beginning at the south end of the court we will place the catchers of team A; between them and the center line will be placed the throwers of team B; then across the center line the throwers of team A; and finally at the north end the catchers of team B. Scores are made by having the throwers or guards, as they are called interchangeably, throw the ball over the heads of the opposing guards so that it can be caught by your own catchers. The umpire calls a score for each successful catch made in this way. If the catchers get the ball, whether they catch it or not, they throw it back to their own guards so that another try can be made. No score is counted on the return, even if the guards catch it. As long as a side can throw accurately enough to keep the ball from the opposing team they can continue these trials for a score. Whenever any opponent gets the ball it is handled by that side in the same manner. Stepping over the line is a foul, and this forfeits the ball if made by the side having it, or gives a score if made by the side which has not the ball. It is also a foul to advance with ball. Teams change sides after half the time has been played.

SOCCER DODGE BALL (Playground):

Lay out a circle 25 or 30 feet in diameter and arrange the two teams as in Dodge Ball, one team forming the circle, the other inside. One player on the outside of the circle puts the ball in play by kicking it in on the signal. The outside team keeps the ball in play by passing it with the feet or head, or kicking it as in soccer, attempting to eliminate the players on the inside of the circle by hitting them with the ball. No player of the outside circle is permitted to touch the ball with his hands; penalty for this is his elimination from the game. Should any player of the inside team step outside the circle he is out of the game. The team eliminating the greater number of players in a given time is the winner. Players on the outer circle should keep their places; players on the inside team scatter within the circle to best avoid the ball. If the ball stops within the circle, the nearest player goes in and dribbles the ball out.

POTATO RACE (Playground—Individual Contest):

Mark a starting line near one side of an open playing space; six feet from it make a circle 18 inches in diameter, and at intervals of 3 feet from the circle and beyond it mark from 6 to 10 crosses, depending on the size of the playing space. In the circle place as many bean bags, potatoes, erasers or blocks of wood as you have crosses. This is the outfit for one runner; provide as many as room and time allow. The players can do this quickly by organizing the work. At the signal each player who is to run starts forward from the starting line, takes a bag from the circle and places it on a cross, returns and gets another and places it likewise, and continues until all are placed; then he returns to the starting line. The first to cross the starting line after doing this work is winner. It is a foul to fail to leave a bag on a cross. The next set of runners can start with the bags on the crosses and bring them one by one to the circle.

This can be made a group contest by having teams and counting the the scores in the different races. It can also be done in the aisles of the schoolroom.

HIT PIN BASEBALL (Contest game: especially suited to girls' teams):

Equipment:

1. Soccer ball.
4. Indian clubs (or stacks 12 inches high).

Baseball diamond—one club is placed in the center of each base.

The distances between bases should be 45 feet, the distance from the point of intersection of first and third base lines at home plate to the front edge of the bowler's box shall be 30 feet; the box shall be 12 feet by 4 feet. The home plate is a circle 6 feet in diameter.

Team. Nine players, namely catcher, bowler, first, second, third basemen, short stop, right, center and left fielders.

Object of Game. To score runs for your own team by completing the circuit of the bases without being put out and without stopping on any base. The bowler in this game takes the place of the pitcher in regular baseball.

An Out.

1. To put a runner out the ball must first be fielded by the team in the field, passed to first, second, third and home plates in regular sequence. If in passing a ball round the bases there is an opportunity to get the ball ahead of the runner and any member of the team in the field can knock down the Indian club on the base immediately preceding the runner, the runner shall be out. Three outs make an inning.

2. Three strikes make an out.
3. If after 4 balls the kicker kicks a foul he is out.
4. If the bowler knocks down the Indian club at home he is out. If the kicker knocks down Indian club at home he is out.
5. If foul ball, above head, is caught before touching the floor.
6. A caught fly ball is an out.
7. If hit by a kicked ball, the kicker is out.
8. If in running around the bases, he knocks down one of the clubs, he is out, or if the kicker steps off home plate when kicking, this is a strike.
9. If the runner fails to get outside the circuit of the bases, he is out, and if he fails to touch home plate, he is out.

The Bowler.

1. He shall not be allowed to step out of his box until he has delivered the ball. Penalty is a ball called on the bowler.
2. He may roll, toss, or use the side arm stroke, but he shall not use any over arm movement, that is then called a ball. It is considered an over arm stroke if when the ball is actually being delivered any part of the arm is raised above the shoulder.
3. If the bowler bowls four balls then the ball is placed on the home plate and the kicker is allowed to kick it from there and he becomes a runner then provided he has kicked a fair ball, if a foul ball, then he is out.

The Basemen.

1. Each baseman when passing the ball in the circuit of the bases must at the time of delivering the ball have one foot on the base, if not then the runner scores a run whether he had been put out at another base or not.
2. The base runner has the right of way on his way round the diamond.

The Fielders.

First, they must field any ball in their territory and then pass it to the first baseman, for the ball has to be passed around the bases always starting at first base.

Ball.

1. Any ball bowled that does not cross home plate circles.
2. Any ball that crosses the circle above the kicker's knees.

Strike.

1. Any ball crossing the home plate circle knee high of the striker.

2 Strikes constitute an out.

A RUN counts *one point.*

SOCCER (The contest game *par excellence* for boys of this age):

Rule book published by American Sports Publishing Co., 124 Nassau Street, New York City.

CLUB SNATCH (Playground game; 12-40 players):

Players in two teams, standing in single file, facing each other across a playing space 30 to 50 feet wide. In the center of this space, midway between the two teams, is an Indian club or stick upon which a handkerchief is laid. One player from each team runs at a time. At the signal, the two players run forward and try to snatch the handkerchief and return to their own home lines without being tagged by their opponent, who chases the player who secures the handerchief. A player may not be tagged until he grasps the handkerchief, and he scores one point for his home team if he crosses his own base line, untagged, with the handkerchief, or if he tags his opponent when the opponent has the handkerchief. The game may be played in two ways; by having the captain designate the player who is to run, or by having the players numbered, and having the leader call, other than in regular rotation, the numbers of the players who are to run. Better concentration is secured in the latter form; for instance, the leader begins the game by calling "Six," and the players having this number run from their respective lines.

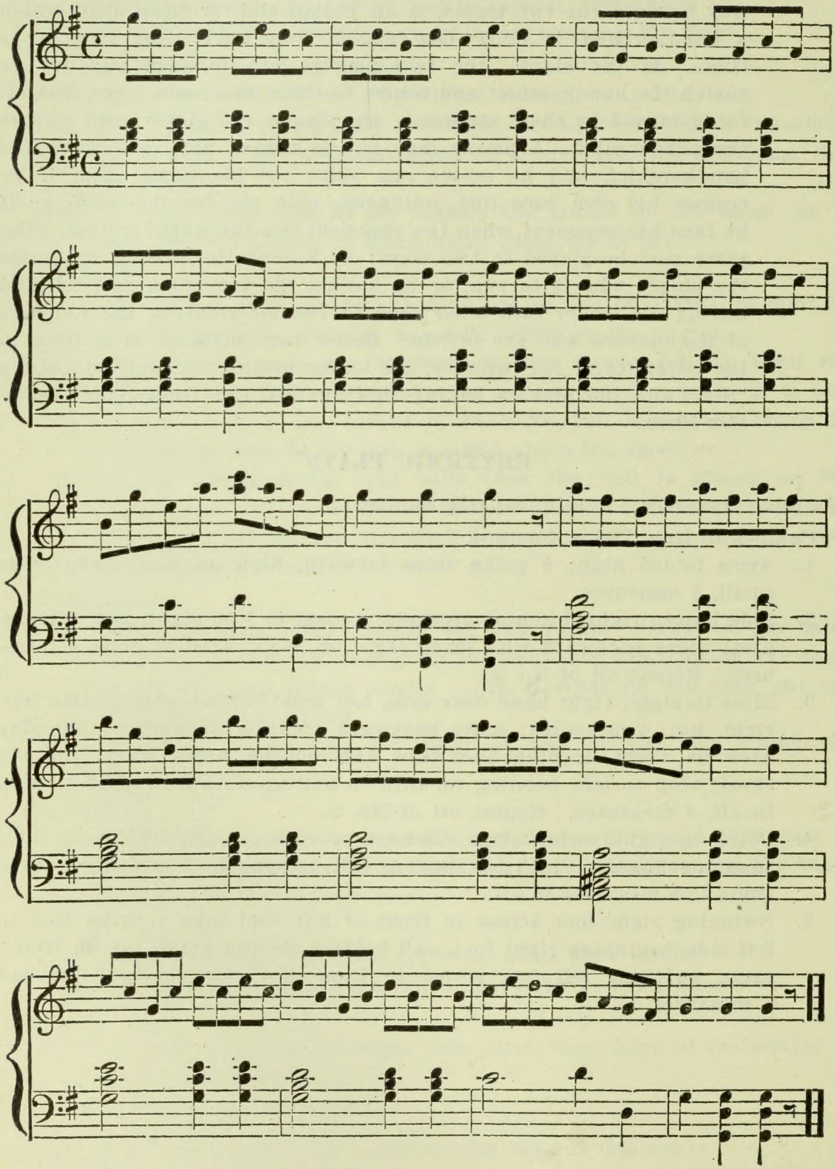
RHYTHMIC PLAYS

SAILOR'S HORNPIPE (*Traditional Old English*):

Couples in line, facing forward.

1. Arms folded high; 8 polka steps forward, high on toes; keep steps small, 8 measures.
2. Side hop to right, hitching trousers; repeat to left, right, left, 4 measures; move backward with small steps on heels, winding rope, 4 measures. Repeat all of No. 2.
3. Slide to right, right hand over eyes, left hand behind waist; same left, right, left, 4 measures; move backward (pulling up anchor) stepping back on right, leaning backward and pulling arms from front to chest; step on left, bending forward to pull up anchor; repeat 4 times in all, 4 measures. Repeat all of No. 3.
4. Polka to right, swing arms sideways to right; touch left toe at left, snapping fingers; touch left heel at left, snapping; 2 measures. Continue 4; 8 measures in all.
5. Swinging right foot across in front of left, and take 1 polka step to left side, beginning right foot, and holding clasped hands low in front; same, swinging left foot across in front of right; continue through 8 measures.

SAILOR'S HORNPIPE



Virginia Reel (Music, "Money Musk," "Arkansas Traveler" or any old-fashioned lively tunes):

Pupils in two lines, several feet apart. If there are more than twelve, have two or more sets. One end of set is called the head, the other the foot.

Head
1 2
1 2
1 2
1 2
1 2
1 2
Foot

Fig. 1. Head No. 1 and foot No. 2 go toward each other, bow, and back to places, then head No. 2 and foot No. 1. Note: In figures 2, 3, 4, and 5, the head and foot couples work diagonally as described in figure 1.

Fig. 2. Head No. 1 and foot No. 2 join right hands, turn and return to places. Opposite ends same.

Fig. 3. Join left hands, turn and return to places.

Fig. 4. Turn with both hands joined.

Fig. 5. Back around each other, "do-si-do."

Fig. 6. "Cast off." Head couple join right hands and turn half way around, No. 1 joining left hand with the second No. 2 and No. 2 with the second No. 1. Continue down the set, head couple swinging with the right hand after each time of swinging one in the line. When foot of set is reached head couple join both hands and skip sidewise to head of set.

Fig. 7. Countermarch. Each line marches with No. 1 and No. 2 of head couple leading outside of set and down to foot, where head couple form an arch with both hands and all others pass under. This brings the second couple at head and leaves head couple at foot. Continue if desired until all couples have been head couples.

Old Dan Tucker (*North Carolina Folk Game, early 18th century*):

I. *First verse.*

In couples, double circle, promenade around circle.

Chorus.

Single circle, facing center, all hands joined. 4 steps to center; 4 back to place. Face partner, join hands, and swing.

II. *Second verse.*

8 slides (or running steps or skips) around to left, single circle, all hands joined; same to right.

Chorus.

III. *Third verse.*

Face partner, single circle, right hand joined with partner; grand right and left around circle until end of verse, then *chorus* with partner faced at end of verse.

Chorus.

This old folk-game has a variety of nonsense verses, of which the following are typical. The song may or may not be used for the game.

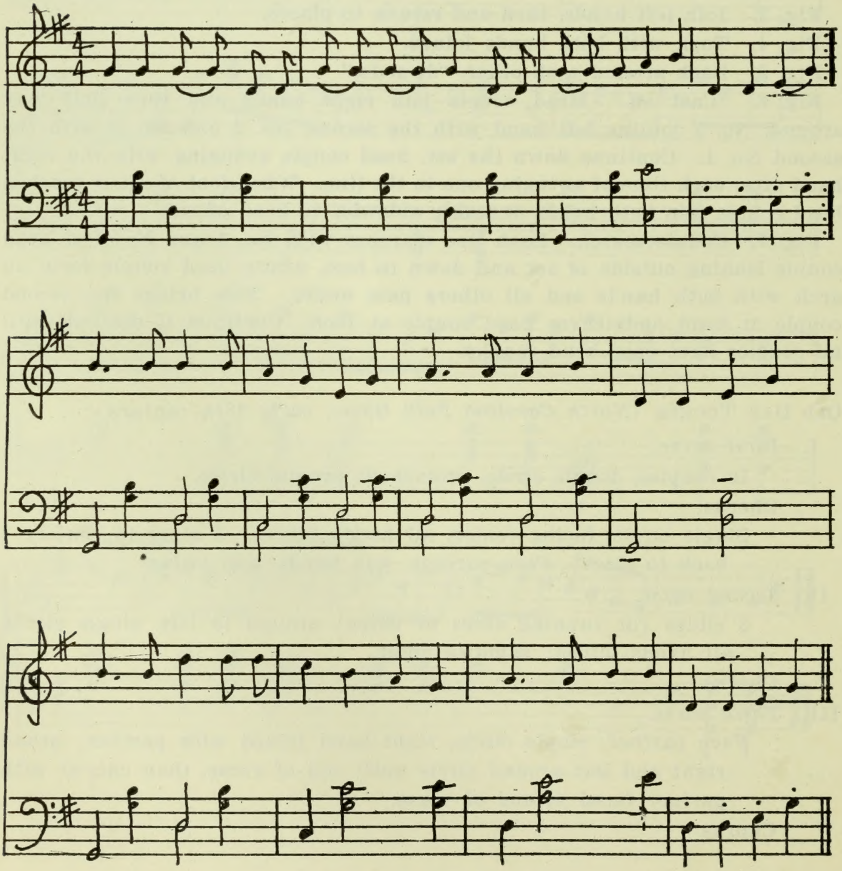
1. "Old Dan Tucker he got drunk,
Fell in the fire and kicked up a chunk;
A red-hot coal got in his shoe;
Oh good gracious how the ashes flew!

Chorus.
Get out the way, old Dan Tucker;
Get out the way, old Dan Tucker;
Get out the way, old Dan Tucker;
You're too late to get your supper.

2. Old Dan Tucker was a fine old man,
He went to ride on a Derby ram;
The Derby ram ran down the hill;
If he's not come back, he's down there still."

Chorus, etc.

OLD DAN TUCKER



SQUARE DANCE (*Traditional American*):

Formation—4, 5, 6, 8, etc., couples form a square.

1. Curtsy. Side couples to center—bow.
   End couples the same.
   Side couples cross over.
   End couples cross over.
2. Balance all. Boys go to the center, come to partner and turn partner.
3. Rabbit over the log. Head couple to left couple:
   1. Join right hands in center and go to left.
   2. Join left hands and go to right.
   3. Turn your opposite partner.
   4. Turn your own partner.
5. Head couple on to next couple.
4. Balance all. Repeat No. 2.
5. Blue Bird in, Red Bird out.
   1. Head couple goes to couple to their left.
   2. Lady from couple 1 is Blue Bird and the 3 form a circle around her.
   3. Then Red Bird takes Blue Bird's place and a circle is formed around her. Then on to the next couple.
6. Basket.
   1. Boys to center—form a circle.
   2. Girl form a circle around boys.
   3. Boys' circle goes to left.
   4. Girls to right—change directions.
   5. When back to partner, boys raise arms and girls come under.
   6. All go around circle.
7. Balance all.
8. Chase the black snake.
   1. Head couple to couple 2.
   2. Head couple goes around girl of couple 2.
   3. Head couple swings out into space in circle.
   4. Couple No. 2 joins couple No. 1 in single file and pass to couple No. 3 and repeat.
9. Grand right and left.
   1. Right hand to your partner.
   2. Left hand to your neighbor.
   3. Meet your partner and "Railroad." (That is, go back in same direction, repeating 1 and 2 to your own place.)
10. Cheat or Swing.
    First couple out, lady in center, 1st gentleman pushes out gentleman of any couple and turns that lady, while her partner circles around center lady, who refuses or accepts to balance with him.
11. Ladies form circle in center, gentlemen outside. Circles slide in opposite directions until "Break and Swing."
12. Turn your partners and promenade off stage.

RELIEF DRILLS FOR GRADES III TO VII

Teachers are finding that these open-window intermissions add to the children's power of attention and subtract problems of discipline. The essential factor in this brief but important section of our physical education plan is brisk movement accompanied by mental relaxation. A lively game is ideal for this purpose, or some of the informal imitative activities given in the daily program may be repeated here. The following activities, elsewhere described in detail, will be found suitable for this purpose.

GRADES III, IV, V

Marching
Marking time
Running in place
Chopping trees
Bouncing Ball
Crossing Creek
Jumping Fence
Climbing Ladder
Quick arm stretchings
Quick knee bendings
Spring jump, feet apart and together
Hopping, 2 counts on each foot
Crow Hop
Rabbit Hop
Fine Engine
Automobile Race
Ducks Fly
Going to Jerusalem
Bird Catcher
Hopping Relay
Stealing Steps
Partner Tag
Hoisting Sail
Signal Station
French Blind Man's Buff (Grunt Pig)
Pretty Girl Station
Follow the Leader.

GRADES VI, VII

Marching
Running
Running in place
Steamboat
Piston Rod
Fire Cracker
Aeroplane
Jump in place
Spring jump, feet apart and together
Spring jump, feet forward and back
Spring jump, feet crossed
Simon Says
Bending to touch toes
Wicket Walk
Knee Dip
Call Ball
Quick arm stretchings
Quick knee bending
Knee upward bending
Last Man
Partner Tag
Going to Jerusalem
Blackboard relays
A Dozen Ways of Getting There

ATHLETIC CONTESTS

The average boy and girl of the fifth, sixth and seventh grades is either in the pre-adolescent or the early adolescent stage. These are periods of rapid bodily growth, with tendency to heart weakness and fatigue; the heart has not yet caught up with the body-growth, and while the child's nature demands activity, he is not yet ready for sports that necessitate endurance. Long distance runs and over-played basketball are types of activities that may strain and permanently damage the heart. Every physician and physical director can give tragic instances of hearts strained at this age, never to recover their functioning power. Sprints, short dashes, relay races, games of skill—these may safely be given in the elementary schools; quarter-mile races, football and basketball are unsafe and are opposed for pre-high school children by the great majority of medical and educational authorities.

The most universal and most wholesome forms of outdoor sports are the primitive activities of tramping, camping, swimming; the Camp Fire Girls and the Boy Scouts have done a tremendous service to American youth by popularizing "getting back to Nature."

Stunts and Tumbling have taken a prominent place in the grammar school and high school athletics during the last few years; mainly, I believe, because of the natural type of exercise, getting away from the rigid forms of gymnastics. Great interest has been shown by the children wherever stunts have been tried. "Health by Stunts," written by Captain Brown and Captain Pearl of the Detroit Public Schools and published by Macmillan gives a very thorough description of a great number of stunts suitable for school use. These stunts can be used for the most part by both boys and girls, and in competition, boys against boys and girls against girls. These stunts can also be used as relays in various ways. We give below a few typical stunts:

INDIVIDUAL STUNTS

Back Somersault:

This is simply the forward roll reversed. Squat quickly to a sitting position, and at the same time fall backward, giving impetus to the roll by throwing the feet backward over the head and rolling over on to the feet.

Tip Up:

Squat down with the hands flat on the floor, elbows inside of and hard against the knees, and arms tight against the ribs. Lean forward slowly, placing the weight of the body on the hands and elbows, until the feet swing clear of the floor. Attempt to pick up a handkerchief from the floor with the teeth and regain the original position. This is a good exercise to lead up to one form of the head stand. Instead of attempting to pick up anything, simply rest the head on the floor six or eight inches in advance of the hands and push the feet up in the air. This head stand comes easy to some boys.

CART WHEEL:

Stand erect with left hand at the side, fingers spread, palm down, and right hand raised over the head. Incline the body directly to the left side, throw the right foot in the air, the left hand striking the ground. Follow immediately by the right hand and then by the right foot, the left foot striking last. When done correctly the body has the appearance of a wheel; the arms and legs are the spokes. The more rigid the body is kept, the better is the appearance of the stunt; feet must travel straight up in the air over the head.

JUMP STICK:

Hold a light, small stick in the fingers in front of the body. Jump over the stick without letting go of it or of touching it with the feet. Jump back. Try to go back and forth rapidly several times. In learning this, limber up the legs before trying, and on the jump raise the knees as high up under the chin as possible. This exercise will develop a good spring. Practice by bringing one knee up against the chest hard several times and stepping over the stick and back. Jumping the stick is mostly a question of pep and doing the right thing at the right time.

COMBINATION STUNTS

WHEELBARROW:

Two boys stand facing each other. Boy No. 1 puts his right foot in the right of boy No. 2; turns his back, and drops down on his hands, at the same time putting his left foot in the left hand of boy No. 2; then the wheelbarrow is ready. Boy No. 1 walks on his hands and boy No. 2, by taking hold of his ankles, pushes him along as he would a wheelbarrow.

ELEPHANT WALK:

Two boys stand facing each other; boy No. 1 grasps boy No. 2 by the top of the trousers. Boy No. 2 at the same time jumps and locks his legs high up under the arms of No. 1, then lets his arms and the upper part of his body fall backward, swinging back between the legs of boy No. 1. After passing through the legs, he grasps No. 1 by the heels with both hands. No. 1 falls forward on his hands and walks on all fours like an elephant. Boy No. 2 pushes up until his arms are straight, his head high, and his back arched. When two boys go along rapidly this way, it quite resembles the walk of an elephant. Boy No. 2 may assist in the walk by lifting alternately on the ankles of boy No. 1 as he steps. Boy No. 2 returns to the first position simply by swinging back through between the legs, assisted by boy No. 1, unlocking his feet as he completes the swing and dropping to his feet.

ESKIMO ROLL:

Boy No. 1 lies on his back, boy No. 2 standing over him facing toward his feet, one foot on each side of No. 1's head. Boy No. 1 grasps the ankles of the boy standing over him and brings his feet up in the air so that No. 2 can grasp his ankles. Keeping this exact position, boy No. 2 dives forward, using the feet of boy No. 1 as a bumper, ducks his head, and rolls over on to his back, pulling boy No. 1 with him. This reverses the position of the two boys and No. 1 dives over No. 2. This may be continued rapidly five or six times in one direction and later it may be tried backward, the boy in the standing position sitting down rapidly and pulling the other boy back over his head on his own feet and so on. This stunt is very often seen in comic acts on the vaudeville stage. It can be made to look very spectacular if the dive is made as high as the full length of the arms and legs will allow. At no time is the grip originally taken on the ankles to be changed.

A POSSIBLE CALENDAR FOR ATHLETICS, GRADES V, VI, VII

BOYS

September, October and November work on records in:

1. 100 yard dash.
2. High Jump.
3. Running Broad Jump.
4. Standing Broad Jump.
5. Running Hop Step and Jump.
6. Standing Hop Step and Jump.
7. 60 yard Hurdles.

An effort has been made to use as nearly as possible those events which are given in high school and college track work. A description of these events can be found in "Health by Stunts," Macmillan Publishing Company

December, January, February: stunts, indoors or outdoors, and soccer.

March, April and May. Records and Baseball.

GIRLS

September, October, November. (a) *Records*.

1. 50 yard dash.
2. 60 yard Hurdles.
3. Standing Broad Jump.
4. Three-legged Race.
5. Shuttle Relay.
6. Potato Race.
7. Target Throw.

(b) Hit Pin Baseball.
(c) Field Ball.

December, January, February.

(d) Game Tournaments. (See page 131.)

March, April, May. (a) *Records*.

1. Fifty Yard Dash.
2. Low Hurdles.
3. Dash and Throw.
4. Basketball Distance Throw.
5. Obstacle Relay.

(b) Baseball.

DESCRIPTION OF PENTATHLON EVENTS FOR BOYS

BASKETBALL THROW (BOYS OR GIRLS)

Preparation. Construct a circle seven feet in diameter. Construct a diameter across the circle at right angles to the direction the throw is to be made.

Rules. The complete act of throwing the ball must be made within the circle. If any part of the body touches the ground outside the circle, it constitutes a foul. After completing the throw, the contestant must walk outside the rear half of the circle.

Suggestions. Stand in the circle, with one foot well forward, the weight on the rear foot, and the rear knee bent. Let the ball rest on the hand and forearm. Straighten the rear knee; throw the body weight well forward, and hurl the ball forward and upward with all the force possible. The rear foot should leave the ground and the weight of the body should be well forward when the throw is finished.

Record. Place the zero end of the tape at the point where the ball first falls. Stretch the tape to the center of the circle and *read* the measurement at the circumference.

DASH AND THROW (BOYS OR GIRLS)

Preparation. Construct two parallel lines thirty feet apart. Seven feet directly above one of them, stretch a rope tightly, supported by suitable standards at each end.

Rules. When the whistle blows, run and throw the ball over the rope, catch it before it touches the ground and return to starting line. Make three such trips. When returning to the starting line after the first and second trips, it is not necessary to run across the line, but the line must be touched with one foot. After the third trip, when finishing, cross the line.

If the ball is not caught when it is first thrown over the rope, get the ball and repeat the throw until a fair throw and catch is made. It shall be considered a fair throw and catch if the ball goes over the rope, *touches nothing but the rope*, and is secured and held before it touches the ground.

It shall not be allowable for the runner to touch a wall, the rope, or any object during the event.

Suggestions. The throw over the rope should be made so that the runner does not have to go far beyond to catch it. High throws should be avoided.

Practice should be given in throwing the ball from both directions to determine which direction is best suited to the contestant.

Record. Have both a starter and a timer. The record should be taken with a stop watch if possible. Otherwise it will probably not be correct. The starter should stand behind the starting line and the timer should stand at one end and look directly along the finish line.

FIFTY-YARD DASH (BOYS OR GIRLS)

Preparation. Carefully lay off a starting and finish line, parallel, and fifty yards apart.

Rules. As in all timed events, no attempt must be made to "beat the gun" or start before the signal is given.

Suggestions. The crouching start should be practiced. This form is not necessary, but if practiced diligently, it is a faster start than standing. Contestants should learn to run on their toes with feet pointing straight ahead, arms moving straight forward and backward with elbows bent and held fairly close to the sides.

The contestants should cross the finish line at top speed and should always run at least 10 yards beyond the actual finish line.

Record. See "Record" under Dash and Throw.

LOW HURDLES (BOYS OR GIRLS)

Preparation. Secure four hurdles two feet high and not less than three feet long. If standard hurdles are not available, the following method may be used satisfactorily: Drive two sticks into the ground, leaving them one foot, eleven inches above ground. Lay a one-inch piece across, and a very satisfactory hurdle will result. Lay off distance of fifteen yards from the starting line to the first hurdle, ten yards between the first and second hurdle, ten yards between the second and third hurdle, ten yards between the third and fourth hurdle, and fifteen yards between the fourth and the finish line.

Rules. 1. Contestants must pass directly over hurdles with both feet. One foot over and one foot trailing beside the hurdle constitutes a foul.

2. More than one hurdle knocked down constitutes a foul.

Suggestions. If contestant takes off from right foot, the left foot should be raised directly forward and upward, and in landing the contestant should come down on the ball of the left foot. Try to keep an even stride throughout the entire distance.

Record. See "Record" under Dash and Throw. A string should be held breast high over the finish line. It gives added accuracy to timing the event.

STANDING BROAD JUMP

Preparation. Indoors, use mats: outdoors, use well-spaded landing pit.

Rules. Jumper must not touch the ground in front of the take-off board or take a preparatory step or jump.

Suggestions. In preparing to jump, stand on your toes with arms above head, bring the arms forward, downward, bending the knees and inclining the body forward. Spring from both feet, jump high as well as far, drawing the knees well up. Swing the arms forward and upward as you jump and "sweep" them downward and backward to get greater momentum.

Record. Measure from the front edge of the take-off board to the first break in the ground.

NOTICE. An infringement of any rule shall be considered a foul.

GIRLS' ATHLETIC CONTESTS

Events. The events for girls are as follows:

1. Fifty Yard Dash.
2. Low Hurdles.
3. Dash and Throw.
4. Basket Ball Distance Throw.
5. Obstacle Relay.

Regulations. Contestants may enter one event only.

For descriptions of the Fifty Yard Dash, Low Hurdles, Dash and Throw, and Basketball Throw, see "Description of Pentathlon Events." The description of the Obstacle Relay is given below:

There will be lanes marked for the Fifty Yard Dash, Low Hurdles, and Dash and Throw.

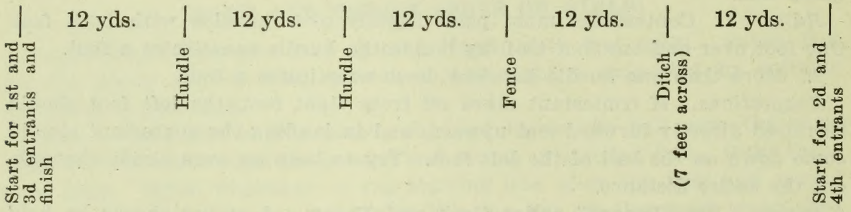
(a)	Fifty-yard Dash Lanes	4 ft. wide
(b)	Low Hurdle Lanes	5 ft. wide
(c)	Dash and Throw Lanes	5 ft. wide

Each girl must run in her own lane. A girl may be disqualified for "interfering" in any way with any other runner. This interference rule also applies to the Obstacle Relay.

OBSTACLE RELAY

Preparation. 1. Apparatus—2 hurdles, 2 ft. 6 in. high; 1 fence, top cross bar (upper edge) 4 ft. 6 in. from ground, lower cross bar (upper edge) 2 ft. 6 in. from ground.

DIAGRAM



The ditch is 7 feet across. The measurement of the last 12 yards (from the ditch to 2d start) shall be made from the edge of the ditch nearer to fence. (This means that the 7-foot ditch measure will be taken out of the last 12 yards.)

RULES:

Description of Obstacle Relay. The Obstacle Relay is a Shuttle Relay. The first girl runs the distance across the field, clearing the objects in the following manner: (1) Jumping or hurdling *over* the first hurdle: (2) Passing *under* the second hurdle; (3) Climbing over the fence, and (4) Jumping across ditch. She then tags the hand of the second runner, who runs the race from her end of the field (clearing obstacles in just the reverse order). The third runner when tagged repeats the performance of the first runner. The fourth runner when tagged repeats the performance of the second runner. The race finishes at the point where it was started.

Regulations. 1. First runner must not start before signal.

2. Any runner except first runner, must be tagged by preceding runner and must wait on the line until tagged.

3. Runner must clear hurdles without knocking off the cross piece (each runner may make as many attempts to clear each obstacle as she may desire, and if she is finally successful, the foul will not be counted).

NOTE. There will be assistants appointed to replace the cross piece on top of each hurdle if it is knocked off.

4. The runner must climb over fence so that both feet go over the *top bar*.

5. There will be white lines to show the beginning and the end of the ditch. The jumper must clear the entire distance of seven feet without *touching either line.* (The runner may go back and attempt to jump again if she fouls, and if she is finally successful, the foul of course will not be counted).

Fouls. An infringement of any of these rules shall constitute a foul. Three fouls against a team will disqualify that team.

THE GAME TOURNAMENT

Foreword. It is advised that the school executives use the Game Tournament as one means of developing throughout the school the highest standards of sportsmanship.

With this end in view, it is requested that all those concerned in the conducting of any school contest, whether as participants or officials, devote the greater part of their time and influence not to the minute inspection of apparatus and super-critical judging of fouls, but to the *promotion of a spirit of generosity and good sportsmanship.*

Tournament. 1. The events and scoring of points in the Game Tournament shall be as follows:

Regulations:

(a)	Zig Zag Ball	8 points
(b)	Post Ball	10 points
(c)	Combination Pass Ball	12 points
(d)	Stunt Speed Series	15 points

2. The Game Tournament shall be open to any girl in an elementary school who fulfills the general eligibility requirements.

3. One girl may enter *all four events.*

4. Officials:

   (a) There shall be four Officials, not including the teacher in charge. In each event the Officials shall be assigned as follows: One referee, two judges of fouls, and one timer.

   (b) The referee shall act as starter and judge at the finish. She shall decide which team is the winner.

   (c) There shall be one judge of fouls for each team. These judges shall consult teacher in charge as to all possible fouls before the event is played off.

   (d) The timer shall be responsible for recording the time for the event.

5. In any one event *three fouls disqualify a team* in that event, regardless of the fact that it may have made faster time than its opponent. However, in case *each* team shall make three fouls or more, the event shall be played over.

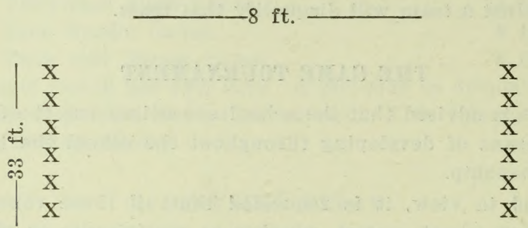
6. In case of an *unforeseen accident* in any game during the contest, it shall be the duty of the special teacher in charge to decide as to whether or not the event shall be played over.

ZIG ZAG BALL

RULES:

1. *Equipment.* One regulation basket ball.

2. *Marking of Floor.* Each X mark on the floor shall be six feet from the one in line beside it. It shall be eight feet between the two lines. See diagram.



3. *Teams.* Each team shall consist of 12 members. Two lines of six players each, shall face each other.

4. *Object of Game.* The object of the game shall be to make the required zig zag passes in faster time than the opposing team.

5. *Passing the Ball.* The first player, standing on the starting line shall throw the ball diagonally across to the next player. The ball shall then travel down the line in a zig zag direction until it reaches the last player standing on a line 33 feet away from the starting line. When the ball reaches the end of the line, the last player shall immediately return it to the one from whom it was received, and it shall go back down the line to the starter. The entire performance shall be repeated twice, making three trips down the line and back. If a player fails to catch the ball, it is allowable for another player to assist her in recovering it.

6. *Start.* The ball shall not be started before the signal is given.

PENALTY: The starter shall start the event again, and the foul shall be counted against the offending team

7. *Position of Players.* Each player shall stand on a white mark (X) when throwing the ball in turn.

PENALTY: Any infringement of the above rule shall count as one foul.

NOTE. It does not constitute a foul to step off the mark in any direction in order to catch the ball, but care should be taken to step back on the mark before throwing.

8. *Finish.* The team first finishing the third trip shall be the winner, regardless of whether or not the ball has been returned for a fourth trip. The judge of the finish shall be responsible for the counting of trips. It is advisable for her to appoint two assistants.

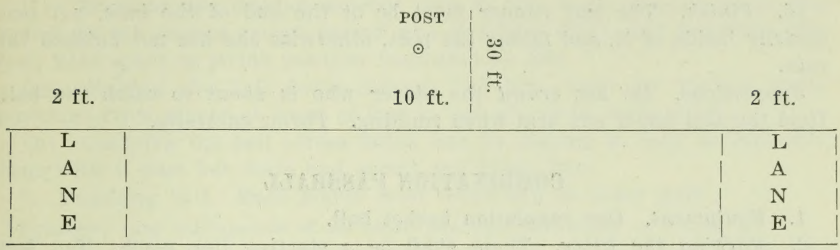
Suggestions. Use a straight throw with both hands. Keep the ball at chest height. Work for accuracy as well as speed.

POST BALL

RULES:

1. *Equipment.* One regulation basket ball. One post or jumping standard, 30 feet from a line which is a continuation of the inside line of the lane.

2. *Marking of Floor.* See diagram. The distance between the inside lines of the lane shall be ten feet. The lanes in which the players stand are ten feet long and two feet wide.



3. *Team.* Each team shall consist of ten members, standing inside one lane in single line formation, facing the post.

4. *Object of Game.* The object of the game shall be to complete the relay around the post and get all the members of one team in the opposite lane in faster time than the opposing team.

5. *Relay Around Post.* The first player on each team shall run around the post and back to the end of all the opposing team. She shall then throw the ball diagonally across to the next player on her own team, who has moved up to the starting line. The second player shall then repeat the performance of the first, as shall each player in turn.

6. *Start.* The ball shall not be started before the signal is given.

Penalty: The starter shall start the event again and one foul shall be counted against the offending team.

7. *Positions in Lanes.* All players except runner shall stand with both feet within the lanes.

Penalty: Any infringement of the above rule shall count as one foul.

8. *Becoming a Runner.* The first player shall not become a runner until a starting signal is given. Any other player on the team shall not be considered a *runner* until the ball has left the *hands* of the teammate who is throwing it to her.

9. *Making Fair Catch.* It is permissible for a *runner* to step out of the lane in any direction in order to catch a poor throw and if the ball is fairly caught, it is not necessary to get inside the lane again.

10. *Failing to Catch Ball.* If the ball is not caught and touches the floor beyond the starting line, the player missing the ball must get it, and return to the starting line before running around the post.

Penalty: Foul.

11. *Interfering.* No player shall run against or interfere with an opponent.

Penalty: Foul.

12. *Touching Post.* No runner shall touch the post.

Penalty: Foul.

13. *Reaching End of Lane.* The runner must be at the end of the lane, i.e., on or behind the back line of the lane before she throws the ball.

Penalty: Foul.

14. *Line Foul.* The runner must not, when she throws the ball, step over a line which shall be a continuation of the inside line of the lane.

Penalty: Foul.

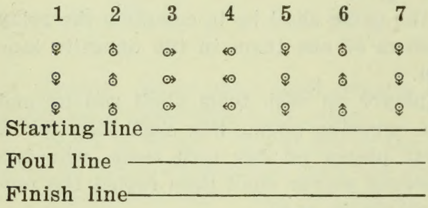
15. *Finish.* The last runner must be at the end of the lane, not necessarily inside of it, and facing the post, otherwise she has not finished the race.

Suggestions. Do not *crowd* the player who is about to catch the ball. Hold the ball under one arm when running. *Throw carefully.*

COMBINATION PASSBALL

1. *Equipment.* One regulation basket ball.

2. *Marking the Floor.* There shall be a starting line mark. Ten feet in front of the starting line there shall be a foul line mark. Forty-five feet in front of the starting line the finish line shall be marked. See diagram.



The arrows in the diagram indicate the way in which the position of the players changes.

3. *Team.* Each team shall consist of 12 members. In position for playing they shall stand in a single line formation. The leader shall stand on the starting line.

4. *Object of Game.* The object of the game shall be the completing of all the required passes and turns in faster time than the opposing team.

5. *Start.* No player shall step over the starting line toward the foul line until the starting signal has been given. The ball shall not be started before the signal is given.

PENALTY: The starter shall start the event again and one foul shall be counted against the offending team.

NOTE. The starter shall see that the ball is held below shoulder height until the starting signal is given.

6. *Passing of Ball and Turns.* The order of sequence of passing the ball and turning shall be as follows:

(a) Passing ball from leader over head to last player at end of line.

(b) Making one-half turn (180 degrees) to face back of gymnasium.

(c) Passing ball from end player over head to leader.

(d) Making one-quarter turn to face either side of gymnasium.

(e) Passing ball from leader down the side of line to end player.

(f) Making one-half turn to face opposite side of gymnasium.

The end player must turn out; that is, away from the rest of the team.

(g) Passing ball up the side of line to leader.

(h) Making a quarter turn to face front of gymnasium.

(i) Passing ball (from leader to end player) alternately over head and between knees beginning with an overhead pass.

(j) Making a half turn to face back of gymnasium and kneeling on both knees as in leap frog (executed by all except end player).

(k) Bringing of ball to front of line by end player, who straddles the line, going over all players on floor.

(l) Standing up; making one-half turn to face front of gymnasium (executed by all players except player who straddles line), and standing with feet, wide apart in stride position (executed by all).

(m) Rolling the ball down through the lane made by players stride position—from player at front of line to last player at back of line.

(n) Carrying the ball across finish line by playing at back of line, who runs with it past her team and across the finish line.

7. *Touching ball.* Each player must touch ball in every pass.

PENALTY: Any infringement of the above rule shall be counted as a foul.

8. *Over Foul Line.* No player shall step over the foul line toward the finish line at any time, except the player who straddles the line with the ball. See "k" under Rule 6.

PENALTY: Foul.

9. *Playing the Ball.* No player shall *play the ball* from any position except the right one—as definitely outlined in Rule 6 (a to n).

PENALTY: Foul.

NOTE. It shall constitute a foul if any girl shall *play the ball* from the wrong position, but it shall not constitute a foul if any girl makes a wrong turn, providing she is in the right position when she plays.

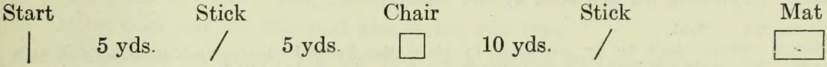
Suggestions. Keep the line straight. Stand close to the next player. Get into position for next pass as soon as ball leaves your hands.

STUNT SPEED SERIES (BOYS' OR GIRLS' CONTEST)

RULES:

Equipment. Two sticks, one chair, one mat, five tongue depressors. The regulation tongue depressor should be used but it is permissible to use any kind of stick providing it is straight and rigid.

2. *Marking Floor and Arranging Apparatus.*



(a) There shall be one area for each stick. This area shall be parallel to the starting line on the long side. It shall be an oblong area five feet by one foot.

(b) The area for the chair shall be a four-foot square.

(c) The tongue depressor shall not be more than one inch from the chair leg, at the point where it projects beyond the chair.

(d) It is allowable to place the mat at the edge of the area where the second stick is placed, or a distance may be allowed so that the player instead of jumping over on to the mat and immediately turning a somersault has a run of any distance desired. The area for the stick shall not be made on the mat.

3. *Team.* Each team shall consist of five members, standing in single line formations.

4. *Object of Game.* The object of the game is for one team to complete the relay of stunts according to the required sequence in faster time than the opposing team.

5. *Start.* The race shall not be started before the signal is given.

PENALTY: The starter shall start the event again, and one foul shall be counted against the offending team.

6. *Order of Sequence.* The first player shall run ahead five yards, go through the stick and replace the stick in its area. She shall then run to the chair, do the chair creeper stunt, replace the tongue·depressor, see that the chair is left in the area and run to the next stick which she shall jump through and replace in the area. She shall then turn a somersault and run back to tag the hand of the next runner at the starting line. Each of the next four players shall repeat the performance of the first except that the last runner finishes by crossing the line.

7. *Description of Stunts.* For a description of the method to be used in doing the stunts, see "Girl's Stunt Test" in this pamphlet.

8. *Failure to Do Stunt.* If in doing any stunt a mistake is made when the stunt is partially completed, it shall be necessary to begin at the *beginning* of *that stunt* and repeat the stunt until it is completed successfully.

PENALTY: Any infringement of the above rule shall be counted as a foul.

NOTE. If a player is repeating Through Stick or Jump Stick because of a mistake, it shall not be necessary for her to replace the stick on the floor and pick it up again.

In doing the Chair Creep Stunt, if the tongue depressor falls off the chair it is permissible to pick it up and put it back in place and continue the stunt without getting up from the chair. However, if a mistake is made in doing the stunt, such as touching the hand to the floor, it is necessary to get up and repeat the stunt, or a foul will be counted against the team.

9. *Replacing of Sticks.* Both sticks shall be replaced in their areas so that *no part of the stick* projects beyond the border line of the area.

PENALTY: Foul.

10. *Replacing of Chair.* The chair shall be replaced in its area so that *at least three legs* are completely within or on the border line of the area.

PENALTY: Foul.

11. *Replacing Tongue Depressors.* The tongue depressor shall be replaced anywhere on the seat of the chair.

PENALTY: Foul.

NOTE. There shall be an assistant to place the individual tongue depressor for each player. She shall not lift the tongue depressor from the chair until it has become stationary on the seat.

12. *Interference.* No player shall run against or interfere with an opponent.

PENALTY: Foul.

13. *Time for Replacing Apparatus.* It shall be allowable for a player to replace the apparatus at any time after she has left the starting line and *before* she tags the next runner or crosses the finish line.

Suggestions. Have extra sticks and tongue depressors ready in case any are lost or broken.

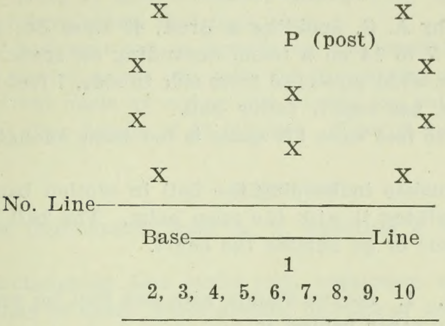
Run in a *straight line* from one piece of apparatus to the next. When approaching the next runner to tag her hand, do not "slow up." If you make a mistake do not give up hope; try to correct the mistake and make up for lost time.

BAT BALL

Number of players: An official team consists of ten players. Any number may play.

Apparatus: One basketball; one post, 5 to 8 feet high.

Position of players on field:



Object of game. To bat the ball with the open palm across the No. line, run down the field, circle the post at farther end and get back over the No. line without being hit with the ball. This constitutes a "run" and scores one point for the team making the run.

To Start the Game. The captain toes the base-line, bats the ball across the No. line, runs around the post at farther end of the field and back across the No. line. He then takes his place at the head of his team. The players bat in rotation; each player moving up to the base-line as soon as the one ahead of him starts to run. After the last player on the team has played, sides are changed; the team at the bat going into the field; that in the field coming to bat. An inning is finished when each player has served in turn. A game consists of three innings.

"*Outs.*" A player is out:

1. If hit by the ball while running.
2. If he does not bat the ball across the No. line.
3. If the ball is caught "on the fly" by a player in the field.

"*Fouls.*"

1. Running with the ball.
2. Holding ball longer than three seconds.
3. Batting ball with fist, or anything but the open palm.

Fouls count one point against the side making foul.

"*Suggestions.*"

1. Players must be prompt at the base-line when it is their turn to bat.
2. Run *immediately* after batting the ball. If you are out you will be called back.
3. Do not always follow the same course in running. "Keep your opponents guessing."
4. Hit the ball in one direction and run in another.
5. The ball must not be held by players in the field. It should be passed from one to another on the team until there is good opportunity to hit the runner. Work up "team play."
6. Do not throw the ball aimlessly. Always throw *to* some one.

VOLLEY BALL

Rule book published by A. G. Spalding & Bros., 45 Rose St., New York.

Number of Players: 7 to 14 on a team, depending on space.

Apparatus: Net 2 feet wide, stretched from side to side, 7 feet from ground (if net is not available, use rope), volley ball.

Court: 50 feet long, 25 feet wide (If space is not large enough use largest court available.)

Game: The game consists in keeping the ball in motion back and forth across a high net by striking it with the open palm. The ball must not be allowed to touch the floor or go outside the court.

Start: By serving.

1. *Rules for Serving.* 1. Server stands with one foot on rear boundary of court and the other behind it.
    2. The ball is tossed up with one hand and batted with the open palm of the other.
    3. Two trials are allowed to send the ball into the opponent's court.
    4. Any two players on the server's team may assist the ball over the net neither player striking the ball more than twice in succession.
2. *A Server is out:* 1. When an assisted ball fails to land in the opponent's court, even if it is the server's first trial.
    2. When he fails to place the ball in the opponent's court after two trials.
    3. When his side knocks the ball out of bounds, or under the net.
    4. When his side allows the ball to touch the ground.
    5. When his side fails to return ball to opponents.
    6. When a served ball hits a player on the server's side and does not bounce into the opponent's court.
    7. When served ball falls outside opponent's court.
    8. If ball hits or goes under the net during service, it is a dead ball and loses the server one trial. Players on a side may serve in rotation, or one person may be chosen as server.
3. *Fouls:* 1. A player batting the ball more than twice in succession.
    2. A player touching the net: (a) If the player is on the serving side, his side loses the ball and the opponents serve, but do not score. (*b*) If the player is on the receiving side, the serving side scores one point. (*c*) If the net is touched simultaneously by players of both sides, the ball is out of play and the serving side serves again.
    3. Dribbling (i.e., keeping the ball in the air by one player hitting it quickly and repeatedly).
    4. Sending the ball under the net.
    5. Sending the ball out of the court.
    6. Catching the ball and holding it even for an instant.
4. *Score:* Except for fouls, a side scores only when serving. Failure to return the ball merely puts the serving side out (i.e. "changes the serve").

1. A good serve unreturned scores one point for the serving side.
2. A point is also scored by the serving side if opponents fail to return a ball that is in play.
3. A ball sent out of bounds by the receiving side in returning a service scores one point for the serving side.
4. A foul made by either side counts one point for opponents.

5. *Time:* Two halves of 10 minutes. Rest of 3 minutes.

NEWCOMB

Rule book purchasable from A. G. Spalding & Bros., 45 Rose St., New York City.

Field. Rectangular field 40x92 feet, regulation size. Any smaller available space may be used. Field divided by rope or net stretched across center (like tennis net) 6 to 8 feet from ground; depending on the age of the players.

Equipment. Volley ball or basketball. Rope or net.

Organization. Appoint an umpire, a scorer, time keeper, and two captains. Game divided into two halves, lasting from 8 to 10 minutes each, according to the age of the players. Equal sides, preferably 15 on a side. Captains station teams in courts, covering all space possible, smaller ones nearer the net or rope and the taller ones, and those who can throw farthest, in back.

Object of game. To throw ball so as to make it touch clear space in opponent's territory; to make opponent drop or send the ball into neutral territory or "out of bounds." (N. B. A ball is "out of bounds" when it lands entirely outside the boundary lines.) If the throwing side sends a ball over the net fairly and the ball lands on the opponent's boundary line it is considered "in" (as in tennis).

Method of Play. To decide which side shall start the ball, it is tossed up between the two captains, standing in neutral territory, and goes to the side whose captain first touches the ball in the "touch off." Ball is thrown with one hand and may be caught with two hands. In throwing, player is allowed to take only one step with ball. Sides alternate throwing the ball. Swift balls hardest to catch. Sides change courts after first half.

Score. Balls sent by the throwing side which are not caught and which land in the opponent's territory score one for the throwing side.

Balls sent by the throwing side and dropped by any one on the receiving side score one for the throwing side.

Balls fumbled by receiving side which fall in neutral territory or "out of bounds" score one for the throwing side.

Balls sent over the net fairly by the throwing side and landing in neutral territory or "out of bounds" score one for the receiving side. (N. B. Players going after the ball which has been sent "out of bounds" should throw the ball in to save time.)

Fouls score one point for the opposing side, as follows:

Balls sent under the net by the throwing side score one point for the receiving side.

Balls sent by the throwing side which hit the net score one for the receiving side.

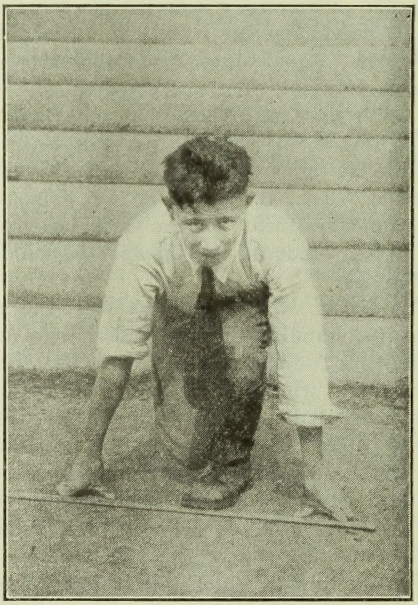
Taking more than one step with the ball when throwing scores one for the opposing side.

Stepping into neutral territory when throwing or receiving the ball scores one for the opposing side. (This does not refer to recovering the ball after it has been dropped.)

Holding the ball more than three seconds when it should be delivered scores one for the opposing side.

ATHLETIC BADGE TEST FOR BOYS

1. *Athletic Badge Tests.* The Playground and Recreation Association of America, 315 Fourth Avenue, New York, has adopted certain standards which every boy ought to attain. These tests may be given by any responsible school authority, and boys successfully passing them may wear the standard bronze button which may be secured from the Association. The tests consist of chinning, standing broad jump, 60-yard dash, and the running high jump.



"ON YOUR MARK"

The athletic badge test is competition, not against individual rivals, but against standards. It is a test of development and physical efficiency.

Any list of individual athletic events might be selected and standardized as a development test, but the athletic badge test represents a very simple list of important events selected and standardized by experts of the Playground and Recreation Association of America.

FIRST TEST

1. Pull-Up (chinning)	4 times
or Rope Climb (using both hands and legs)	12 feet
2. Standing Broad Jump	5 feet 9 inches
3. 60-yard Dash	9 seconds
or 50-yard Dash	8 seconds
4. Baseball Throw (accuracy)	3 strikes out of 6 throws at 40 ft.
or Baseball Throw (distance)	130 fet

SECOND TEST

1. Pull-Up (chinning)	6 times
or Rope Climb (using both hands and legs)	16 feet
2. Standing Broad Jump	6 feet 6 inches
or Running Broad Jump	12 feet
3. 60-yard Dash	8 seconds
or 100-yard Dash.	13 2-5 seconds
4. Baseball Throw (accuracy)	3 strikes out of 5 throws at 45 ft.
or Baseball Throw (distance)	195 feet

THIRD TEST

1. Pull-Up (chinning)	9 times
or Rope Climb (using hands only)	16 feet
2. Running High Jump	4 feet 4 inches
or Running Broad Jump	14 feet
3. 220-yard Run	28 seconds
or 100-yard Dash	12 3-5 seconds
4. Baseball Throw (distance)	220 feet
or Baseball Throw (accuracy)	3 strikes out at 5 throws of 50 ft.
or 8 lb. Shot Put	28 feet

It has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem however, that the different standards should be limited to these age groups. Accordingly no age or even weight limit is fixed. Any boy may enter any test at any time.

It is generally agreed "that climbing, jumping, running and throwing should be considered the four fundamental activities to be included in any physical efficiency test," and accordingly each of the three tests makes use of four events. Certain options are allowed to make the tests adaptable to varied local conditions, and to allow choice of those activities most interesting to the boys of any locality. To pass a test a boy must qualify in four events, one from each of the four classes, climbing, jumping, running and throwing.

Rules

No boy is permitted to receive more than one badge in any one year.

It is necessary to qualify at one time in the four events in any one test to win a badge. If a boy fails in the tests one day he should be permitted to practice until he can pass the tests.

Any responsible adult may give the tests.

Even though a boy has not received a first test badge he may qualify for a badge of a higher order.

In order to prevent the badges from falling into the hands of boys who have not passed the tests and are therefore not entitled to have the badges, the Badge Test Committee has found it wise to allow no sample badges to be sent out. It is suggested, in instances where it seems desirable to have badges at once for the purpose of arousing interest in the badge test, that a few of the boys be given the tests immediately.

All tests must be made without the aid of spiked or cleated shoes of any sort; tennis or gymnasium shoes are allowed.

There shall be one trial only in the chinning, the rope climb and the running events. Three trials are allowed in the jumps and the throws except the baseball for accuracy.

Schools selecting the "Athletic Badge Test" for adoption should send for the pamphlet explaining how the badges and certificates may be secured. Playground and Recreation Association of America, 315 Fourth Avenue, New York. Price five cents.

ATHLETIC BADGE TEST FOR GIRLS

The Playground and Recreation Association of America has adopted the following as standards which every normal girl ought to be able to attain:

First Test

1.	Balancing (1 deep knee bend)	24 ft.: 2 trials
2.	Either:	
	Potato Race,	22 seconds
	or All-up Indian Club Race,	30 seconds
	or 50-Yard Dash	8 seconds
3.	Either:	
	Basketball Throw (distance)	35 feet
	or 12 in. Indoor Baseball Throw (accuracy)	2 strikes out of 5 throws at 25 feet
4.	Either:	
	Volley Ball Serve,	2 in 5
	or Tennis Serve,	3 in 6
	or Basketball Goal Throw (10 foot line)	2 in 5
	12 in. Indoor Baseball Throw and Catch	3 errors allowed

Second Test

1.	Balancing (book on head, 1 deep knee bend)	24 ft.: 2 trials
2.	Either:	
	Potato Race,	20 seconds

or All-up Indian Club Race,	28 seconds
or Run and Catch,	19 seconds
or 50-Yard Dash	7 3-5 seconds
3. Either:	
Basketball Throw (distance),	45 feet
or 12 in. Indoor Baseball Throw (accuracy)	3 strikes out of 6 throws at 30 ft.
4. Either:	
Volley Ball Serve,	3 in 6
or Tennis Serve,	3 in 5
or Basketball Goal Throw (12 foot line)	3 in 6
12 in. Indoor Baseball Throw and Catch	2 errors allowed

THIRD TEST

1. Balancing (book on head, 3 deep knee bend)	24 ft. 2 trials
2. Either:	
Potato Race,	18 seconds
or Run and Catch,	17 seconds
or 50-Yard Dash	7 1-5 seconds
3. Either:	
Basketball Throw (distance),	55 feet
or 12 in. Indoor Baseball Throw (accuracy)	3 strikes out of 5 throws at 36 ft.
4. Either:	
Volley Ball Serve,	3 in 5
or Tennis Serve,	3 in 4
or Basketball Goal Throw (15 foot line),	3 in 5
or 12 in. Indoor Baseball Throw and Catch	1 error allowed

RULES FOR TESTS

There are no height, weight or age limits in the Athletic Badge Tests for Girls, but an attempt has been made to provide tests of progressive difficulty. Certain options have been provided to make the tests adaptable to local conditions and to allow a choice of those activities most interesting to the girls in any locality. To win a badge in any test a girl must qualify in one event in each of the four groups in that test.

The following general rules shall govern the final tests: Unless otherwise stated in these rules there shall be but one trial in each event. If a girl fails in the tests one day she should be permitted to practice until she can pass the tests.

It is necessary to qualify at one time in all four events in any test in order to win a badge.

A girl may not earn more than one badge in each of the three tests, nor having received a badge may she compete for a badge of a higher class until six months have elapsed.

Even though a girl has not received a badge in a lower grade, she may qualify for one of a higher order.

In order to prevent the badges from falling into the hands of girls who have not passed the tests, and are therefore not entitled to have the badges, the Badge Test Committee has found it wise to allow no sample badges to be sent out. It is suggested, in instances where it seems desirable to have badges at once for the purpose of arousing interest in the badge tests, that a few of the girls be given the test immediately. Certification blanks will be sent from the office of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, upon request and prompt attention will be given to orders for badges.

DIRECTIONS FOR EVENTS

All Up Indian Club Race. Draw two tangent circles, each three feet in diameter. In one of the circles place three Indian clubs. At a point thirty feet from a line passed through the center of the circles, and a parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other, to the vacant circle so that they remain standing and runs back to the starting line. The girl makes three such trips finishing at the starting line. The girl is permitted to use but one hand in transferring the clubs. The surface within the circle should be smooth and level. A wide board may be used when the test is made out of doors.

To qualify in this event for a first test badge a girl must make the three trips to the circles in thirty seconds.

To qualify in this event for a second test badge a girl must make the three trips to the circle in twenty-eight seconds.

Potato Race. Secure two wooden cubes measuring 2½ inches. (Potatoes of uniform size or bean bags may be used). Mark upon the floor or ground five yards in front of the starting line a square measuring 12 inches in outside dimensions. Five yards further on mark a circle 6 inches in diameter, and five yards beyond this a second 6-inch circle. Distances should be measured to center of square and circles. Place a block in each of the 6-inch circles. At the word of command, the contestant runs from the starting line, picks up the nearest block and places it in the square, runs and secures the farther block, touches square with it and replaces it in the farther circle, then goes back, picks up the other block, places it in the nearest circle and returns to the starting line. Total distance is 70 yards. Blocks may not be dropped or thrown but must be placed in every case. One try only is allowed, but the event must be run over if either of the blocks is placed outside of the circle or square. It is permissible to have the block on the line if it is more in than out.

Basketball Goal Throw. The regular basketball goal may be used or a ring eighteen inches in diameter (inside). It should be placed ten feet above the ground and the inside rim should extend six inches from the surface to which it is attached. From a point directly under the center of the goal, semicircles should be drawn with radii of ten, twelve and fifteen feet, for throwing lines.

The girl may stand at any point outside of, but touching the throwing line for her event. The basketball used shall be of standard size and weight.

The goal may be made either by a clear throw or by bouncing against the backboard.

Five or six throws, as the case may be, shall count as one trial.

Balancing Test. A standard balancing beam twelve feet long and two inches wide may be used, or a two by four-inch plank set on the two-inch side. The length shall be twelve feet.

There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste and with perfect poise. Two trials are allowed in the balancing events.

In the first test the girl starts from the center of the beam, walks a half turn, and balancing with toes on beam, holding head up and body erect, makes deep knee bend, coming to full squat on heels. Rising she completes turn, walks forward to end of beam, makes full turn and walks to center of beam, the starting point.

The second test is the same as the first except that the girl must throughout the test have a book balanced upon her head. For the sake of uniformity this book should be a 12mo (5″ x 7″) book with stiff board covers weighing from three-quarters of a pound to one pound. The person giving the test should see that the girl's hair is not arranged in such a manner as to assist in supporting the book or making the balance easier.

The third test is the same as the second except that the girl must keep her hands on her hips throughout the test and must make three deep knee bends in succession in place of one.

Running and Catching. At a distance of thirty feet from the starting line and parallel to it, stretch a cord ten feet from the ground.

On the signal the girl runs from the starting line, tosses a basketball or a volley ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord (either direction) and caught before continuing the run.

The starting line and the cord should both be well away from any wall, backstop, or other object, so that neither the contestant nor the ball shall touch any obstruction during the run.

Basketball Throw for Distance. The primary consideration here is distance, although the ball should be kept within a fairly well defined area, possibly the width of a road or track. Any number of steps shall be allowed but the thrower must not step over the line in making the throw as this counts as one trial. Measuring may be simplified by placing markers at the specified distances.

The "official" basketball should be used. Any style of throw is allowed, side arm or overhand, one or two hand.

Volley Ball Serve. A volley ball net or piece of cord shall be stretched at a height of eight feet across the center of the playing space. Twenty-four feet distant a line shall be drawn on the floor or ground parallel to the net. The contestant with volley ball in hand shall stand facing the net and toeing the line with either foot. She tosses the ball with one hand as in tennis and strikes it with the other hand over the net so that it will fall within a square ten by ten feet. This square shall be marked on the floor or ground ten feet from the net and at right angles to it. If the contestant steps forward over the line before the ball strikes the ground, no score is allowed, but it counts as one serve.

Five or six serves, as the case may be, shall count as one trial. The serve may be made either underhand or overhand.

Tennis Serve. Upon a wall mark a space 13½ feet long and 30 inches wide, the lower line of the rectangle being 36 inches from the floor or ground. A line is drawn on the floor or ground 38 feet from the wall and parallel to it. Upon this line is marked a 13½ foot space directly opposite the 13½ foot space on the wall. In making the serve the girl must stand behind this 38 foot line, but she may not be within the 13½ foot space marked on this line. The ball may strike the upper line and be good but must clear the lower line.

This event may be given upon a standard tennis court, and in this case a second tennis net must be stretched above the regular net, leaving a space of 30 inches between the two nets, the serve being "driven" through this space into the service area. This is designed to prevent qualification for this event by an easy "lob" into the service area—no real test of ability to serve.

Four, five or six serves, as the case may be, shall count as one trial.

Indoor Baseball Throw and Catch. On an indoor or playground diamond with 36 foot base-lines and a 30 foot pitcher's box, place a pitcher and three basemen. Contestant stands at home. She must catch the ball delivered from the pitcher, throw to first and catch the return, throw to second, catch the return, throw to third and catch the return. She thus must catch four throws and throw to each of the three bases, giving a possible seven errors. A throw by the girl or to her shall be judged as being good if both hands can be placed upon it by stretching with either foot on the base. In case of a bad throw to her the throw should be repeated. A bad throw by her shall be an error. The official 12 inch baseball must be used.

Twelve Inch Indoor Baseball Throw for Accuracy. Make a target 15 inches by 24 inches of wood or canvas to represent the area within which a "strike" must be thrown. Suspend this target about a foot or two in front of a backstop of wire, a fence, or a mat in the gymnasium. The lower edge of the target should be 24 inches from the floor. A strike is any throw that hits the target enough to move it at all. (Care must be taken to see that the ball hits the target directly and not on the bounce or the rebound.)

The thrower shall stand facing the target with both feet upon the line indicating the distance specified for the event. In delivering the ball, which should be the official 12 inch indoor baseball, she may step forward with either foot, but her other foot must be up on the line when the ball is thrown. Either underhand or overhand delivery shall be allowed.

Five or six throws, as the case may be, shall count as one trial.

SCHOOL FESTIVALS

In spite of the scores of possible subjects, there are only two kinds of school festivals; first, the type in which school time and effort is expended for a spectacle or an entertainment, and second, the type in which the festival is a summary of the daily work in music, in physical education, in English, in art, or in history or geography. The first type can only be detrimental to school morale; school time is too precious to be spent in amusement. The second type is tremendously valuable in correlating and in visualizing the different school subjects. If the festival is made to include the entire school, instead of a few star performers; if the subject is one toward which the general school work has been tending, and if the songs, the games, the dances and the spoken parts have been developed as part of the regular daily work, then the festival has a definite and legitimate claim to be considered as an educational project.

SUGGESTED FESTIVAL OUTLINES

I. Old King Cole. For an elementary and primary school, of two or three hundred children. The stage is the school yard or athletic field, an open grassy stretch, preferably with trees; at the side the audience is seated. At the left center is a rustic throne prepared for Old King Cole.

The festival begins with the entrance of groups of children from various directions, gathered on the green to watch for King Cole and his train, who are expected to pass through the village. While the children wait, they play various suitable games, such as Round and Round the Village, London Bridge, Three Dukes, Sally Waters, etc.

Presently one child points out the approach of the royal party, coming from the right. King Cole is riding on a gaily decked pony or donkey, followed by the various characters in Mother Goose, and by children in simple white dresses. The waiting children separate, leaving a passage for the royal procession, which halts between the lines of welcoming subjects. When the king sees the throne prepared for him, he decides to rest and view the children's games. His pages assist him to dismount, and group themselves, with his followers, around his throne. The king calls for his pipe and his bowl, in succession, brought by pages; his "fiddlers three" can be used to supply music for the games which are to follow. The suggested games and dances are only a few of the many suitable ones for a program of this type.

1. Singing games; Pussy Cat; Sing a Song o' Sixpence; Hickory, Dickory, Dock; Little Jack Horner; The Circus; Children's Polka; Bean Porridge.
2. Dances; Swedish Ring; Seven Jumps; Dan Tucker; Sir Roger de Coverly (Virginia Reel); Pop Goes the Weasel; Irish Long Dance; Scotch Reel; Comin' Through the Rye.
3. Boys as clowns for tumbling acts; athletic events, such as jumping, throwing, etc., can be performed for the amusement of the king.
4. Maypole Dances.

5. "Daffy-down-dilly," in crepe paper costumes; folk dances by the little girls.

6. Wee Willie Winkie, in night-gown and with bell for curfew, comes to send children to bed; children, singing, follow him off to right; king and his train exit to left.

II. HEALTH FESTIVAL (*The Court of Common-Sense*):

The Queen of Health is on a visit to King Common-Sense, who is giving a festival in her honor. Entrance procession of King and Queen, with pages, heralds and subjects.

Suggested games and dances; Jolly Miller, Brownie Polka, The Spielman, Ring Dances, Seven Jumps, Nuts in May, etc.

Enter witch Ignorance, who beckons, one by one, the Grimy-Joes, in dirty overalls (Pop Goes the Weasel danced by them); Pickles; Frying-pan; Coffee-pot, each with characteristic pantomime or dance. The children are driven to the rear of the stage by the intruders.

The Queen of Health appeals to heralds to summon her guard to drive off the followers of Ignorance. Then appear in succession:

1. Fresh Air Fairies.
2. Soap Sprites; Tooth Brush Brigade drill.
3. Exercise Boys, in scout uniform or gymnasium suits; these do drill or stunts.
4. Lads of laughter, clowns, with grotesque stunts.
5. Duet, song or dance; Minnie Spinach and Charlie Carrot.
6. Lettuce Lassies; group dances. Green crepe paper skirts, very ruffled.

As each of these of the Health Queen's guard presents his contribution, the forces of Ignorance withdraw further to the rear. As the program is about to end, the herald reads the Queen's proclamation—the Health Chores, or whatever health rules have been adopted by the school.

Finale: all the cast join in some simple circle dance, such as the French May, and the program should be closed with the school song.

III. UNDER THE STARS AND STRIPES (*A Festival of Citizenship*):

Raised platform at center back of stage; flat space in front for dancers. Chorus grouped at side.

As the group representing each nation enters, the leader presents to Uncle Sam a small national flag or the colors of the nation represented.

Enter Herald: Columbia; Uncle Sam, preceded by three fife-and-drummer boys in scout costume. Columbia sits on a low bench in the center of the raised platform, Uncle Sam stands at her right; scouts in rear.

1. Prologue—Columbia comes forward.

Whenever we think of our country's greatness, its power and wealth, we remember those who crossed the seas in that far yesterday when this mighty land was but a dream. We remember, too, those later pilgrims whose eager hopes have led them to the feet of liberty.

It is for them that here today we hold high festival together. From many lands they came, seeking freedom for themselves, but also bearing gracious gifts of courage, love, and beauty which they have woven into the tapestry of the Nation.

From the heroic past there comes to you at this hour those daring lovers of great liberty who have built the young republic.

(From outside comes the last verse of "America, The Beautiful." "O beautiful for patriot's dreams," etc.

2. Herald reads from the scroll:

First there comes the forest people;
Scattered far have been their nation,
Felled their forest pines and oak trees,
But their bravery and courage,
True and lofty aspirations,
May our country hold forever.

Enter chief, followed by council; bring gift of wampum to Uncle Sam. Tribe holds ceremonial; "War Dance"; then the Indians stand on opposite wing from chorus. Indian Song: "From the Land of the Sky-Blue Water."

3. Herald: Far across the pathless ocean,
Led by hopes of high adventure,
Bringing love of life and beauty,
Came the bold and daring Spaniard.

Enter group of Spanish peasants; leader presents flag or colors to Uncle Sam. Spanish peasant dance. Chorus sings Spanish ballad "La Cachuca."

4. Herald: Little Holland's sturdy settlers
Bringing valor, wisdom, patience,
Builded well a sure foundation
For this nation of the future.

Dutch group enters; wooden shoe dance. Chorus sings Dutch ballad: "Song of the Wooden Shoon."

5. Herald: Sunny France has sent brave spirits
Bringing love of home and country
Willing hands and dauntless courage.

Enter French peasants; French May Dance. French National Hymn: "La Marseillaise."

6. Herald: Hail the shamrock, rose and thistle!
Mother country, Nation-builder,
Champion of Law and Justice,
Honor to thy sons and daughters
Who through hardship, hunger, danger,
Never doubted, never faltered,
Till their vision saw fulfillment,
From a wilderness, a nation.

Enter dancers in national costumes; Irish Reel; Highland Schottische: Sir Roger de Coverly. Chorus sings ballads of the United Kingdom: "O Dear, What Can the Matter Be," "The Minstrel Boy," and "The Blue Bells of Scotland."

7. Herald: Music, dancing, love and laughter,
Happy hearts and youth eternal,
Love of life and joy and beauty
Children of Italia bring us.

Group of Italian musicians, guitars slung with gay ribbons around their necks. Dance, Tarantella; Chorus sing Italian street song, "Santa Lucia."

8. Herald: Children of the far-off Northland,
Sturdy, faithful, true and tender,
Poets, sages, dreamers, workers,
Scandinavia, we greet thee.

Group of Norwegian peasants in national dance; Chorus sings national anthem, "A Psalm of Peace."

9. Herald: Glorious Russia, mighty nation,
Through the ages held in bondage,
Welcome, latest-born republic,
Sacrificing all for freedom!

Russian Cossack dance; Russian Folk Song, "Bereza Tree."

Uncle Sam comes forward, holding the flags of the nations.

Uncle Sam: From the distant ends of nowhere,
Many men of many races
Have come seeking what they dreamed of.
Liberty, a torch before them
Raised their minds above the market,
Waked the mighty souls within them,
Stirred their hearts with noble passion,
Gave their souls a clearer vision.
Thus the folk shall be united
For the shaping of the future.
Bring your gifts, oh ancient peoples.
One and all be they devoted
To Law, Liberty and Service!
This your vision of the future,
This the thing ye stand or die for.
From the hearts of a free people,
From the lips of me, their spokesman,
I foretell the thing that shall be;
Never more among the nations
Shall we suffer war for plunder;
Fight we shall, if Heaven wills it,
To maintain among the nations
Ancient Law and general Freedom.
But the fighting of the future
Shall be battles of the spirit,
For the service of all peoples,
For relief of the down-trodden,
For the healing ancient sorrows.
Lo, the Stars and Stripes above us
Shine for Freedom, Law and Service,
Mark the pathway of the Future!

American flag unfurled; audience, chorus and dancers join in first verse of the Star-Spangled Banner.

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INDEX

A PAGE
- All Up Relay....103
- Athletic Badge Test....140
- Athletic Contests....125
- Automobile Race.... 78

B
- Baby's Boat.... 55
- Badge Test....140
- Balancing Test....145
- Ball:
  - Basketball; Goal Throw....144
    - Distance Throw....145
  - Bat Ball....136
  - Dodge Ball....104
  - End Ball....116
  - Long Ball....105
  - Progressive Dodge Ball....104
  - Touch Ball.... 90
  - Soccer Dodge Ball....116
  - Volley Ball....116, 138
- Bean Porridge Hot.... 68
- Beast, Bird or Fish.... 79
- Blackboard Relay.... 89
- Bird Catcher.... 67
- Boiler Burst.... 67
- Bowling 103
- Bridge of Avignon.... 51
- Brownies 17
- Brownies' Party.... 36
- Bull Frog Relay.... 80

C
- Call Ball.... 79
- Captain Jenks....110
- Cat and Mice.... 21
- Center Base.... 79
- Charlie Over the Water.... 57
- Children's Minuet.... 68
- Christmas Toys.... 10
- Christmas Tree Decorating.... 35
- Circus, the:
  - Story-Play 20
  - Singing Game.... 52
- Circle Tag.... 89
- Cleaning House.... 36
- Club Hustle.... 92
- Club Snatch....119
- Combination Pass Ball....134
- Corner Spry.... 80
- Cranes and Crows.... 91
- Crested Hen.... 83

D PAGE
- Decorating Christmas Tree.... 35
- Did You Ever See a Lassie?.... 28
- Dodge Ball....104
- Dozen Ways of Getting There....115
- Drop the Handkerchief.... 21
- Ducks Fly.... 66
- Dutch Dance....107

E
- End Ball....116
- Eraser Relay:
  - Number One.... 41
  - Number Two (more difficult).... 66
- Eskimo Life.... 20
- Exchange Tag.... 66

F
- Farmer in the Dell.... 23
- Festivals:
  - Health Festival....148
  - Old King Cole....147
  - Under the Stars and Stripes....148
- Fifty Yard Dash....128
- Finger Circle Race.... 65
- Fire Engines.... 15
- Fishing 16
- Fish Net.... 79
- Flying Dutchman.... 80
- Follow the Leader.... 66
- Fox and Squirrel.... 21
- Four All Round.... 90
- French Blind Man's Buff.... 90
- French May Dance.... 84
- Frog Went A-Courting.... 45

G
- Game Tournament....131
- Gathering Vegetables.... 34
- Gathering Wood for Fire.... 18
- Geography Relay....115
- George Washington.... 38
- Goal Throw, Basketball....128, 144
- Going to Jerusalem:
  - Number One.... 66
  - Number Two....104
- Going to the Beach.... 16
- Good Morning....41, 56
- Grocery Store....103
- Gustaff's Skoal.... 85
- *Gymnastic Lessons, General Plan of*.... 57

H — PAGE

Have You Seen My Sheep 22
Hawk and Dove 40
Hickory, Dickory, Dock 27
Highland Schottische 106
Hill Dill 67
History Relay 115
Hit Pin Base Ball 117
Hook On 91
Hopping Relay 41
Horse and Rider 104
Hound and Rabbit 41
How Animals Get Ready for Winter 18
Huckle Buckle Bean Stalk 57
Hunting 29
Hurdles, Low 129

I

Imitative Activities 39
Indians 38
Indian War Dance 83
Indoor Baseball Throw and Catch 146
Indoor Baseball Throw for accuracy 146
Initial Tag 89
Irish Long Dance 97
I Spy 66
Itiskit, Itasket 23
I Went to Visit a Friend One Day 25

J

Jack o'Lantern (one) 18
Jack o'Lantern (two) 35
Jenny Jones 49
Jolly is the Miller 71
Jump the Brook 40
Jump the Fence 41
Jungle, The 38

K

Kites 16
Kitty White 33

L

Lame Fox 79
Land of Cotton, The 97
Last Couple Out 89
Last Man 103
Lawn Mowing 37
Line Football 105
Little Bird 17
Little Jack Horner 26
Little Pony, The 52
Little Sally Waters 23
London Bridge 27
Long Ball 115
Looby Loo 30

M — PAGE

Magic Carpet, The 22
Making a Garden 20
May Pole Dance 108
Maze Tag 80
Mazoo 43
Meet at the Switch 111
Members of the Fire Department 36
Merry-Go-Round, The 95
Minuet:
  Children's 68
  1812 110
Morris Dance 107
Mother, May We Go Out to Play? 67
Moving Day 36, 41
Mowing Lawn 37
Muffin Man 29, 56

N

Newcomb 104, 139
Nixie Polka 72
Nose and Toe Tag 116
Numbers Change 40
Nuts in May 48

O

Oats, Peas, Beans and Barley 45
Obstacle Relay 130
Odd and Even 103
Old Dan Tucker 121
Old Roger Is Dead 47
O'Leary 92
On a Farm 34
Overhead Relay 42

P

Partner Tag 88
Picking Apples 15
Pinch-O 81
Playing in the Wind 15
Playing With Leaves 34
Poison Snake 67
Pop Goes the Weasel 56, 94
Potato Race 117, 144
Post Ball 132
Posture Tag 78
Posture Training 9
Posture Tag 78
Prisoners' Base 104
Progressive Dodge Ball 104
Pussy-Cat, Pussy-Cat 50
Putting in Coal 17

R

Rabbit in the Hollow 42
Rabbits' Nest 21
Relay Races:
  All Up Indian Club Relay 144
  Blackboard Relay 89

PAGE
Bull Frog Relay 80
Dozen Ways of Getting There 115
Eraser Relay 41, 66
Finger Circle Relay 65
Geography Relay 115
Grocery Store 103
History Relay 115
Hopping Relay 41
Horse and Rider 104
Obstacle Relay 130
Overhead Relay 42
Relief Exercises 56, 124
Roman Soldiers 48
Round and Round the Village 26
Rural Playgrounds:
Run for Your Supper 21
Running and Catching 145

S

Sailor, The 37
Sailor's Hornpipe 119
Sally Waters 24
Santa Claus:
One (story play) 19
Two (story play) 35
Santa Claus' Visit 19, 35
School Festivals 147
Schoolroom Basketball 115
See-Saw 30
Seven Jumps 71
Sheep, Sheep, Come Home 22
Shifty Shadow 44
Shoemakers' Dance 31
Shoemaker and Elves, The 37
Simon Says 89
Sing-A-Song-A-Sixpence 73
Snail, The 24
Snowman, The 19
Soccer 118
Soccer Dodge Ball 116
Spring Play 39
Speilman, The 74
Square Dance 123
Squat Tag 42
Squirrel and Fox 21
Squirrel and Nut 21
Stealing Partners 110

PAGE
Stealing Steps 66
Stone 22
Stride Ball 104
Stunts 125
Stunt Speed Series 135
Swedish Ring Dance 53
Swing, The 32

T

Tag:
Circle Tag 89
Initial Tag 89
Nose and Toe Tag 116
Partner Tag 88
Posture Tag 78
Squat Tag 42
Target Throw 89
Teacher and Class 78
Telegram 91
Tennis Serve 146
Thanksgiving Pies 18
Three Deep 90
Three Dukes 46
Throw, Basketball, distance 145
Touch Ball 90
Touch 91
Traffic Cop 81
Twelve O'clock at Night 42

V

Vineyard Frolic 93
Virginia Reel 121
Vis-a-Vis 91
Volley Ball 116, 138
Volley Ball Serve 145

W

Washing Clothes 34
Water Sprite 22
Weather-Vane 79
Weekly Program 8

Y

Yankee Doodle 71

Z

Zig-Zag Ball 132

ARBOR AND BIRD DAY

PROGRAM

FOR

[illegible]

THE PUBLIC SCHOOLS OF
NORTH CAROLINA

EDUCATIONAL PUBLICATION NO. 95 DIVISION OF PUBLICATION NO. 26

ARBOR AND BIRD DAY
PROGRAM
FOR
YEAR-ROUND OBSERVANCE
IN
THE PUBLIC SCHOOLS OF NORTH CAROLINA

MAY 20 1775

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

JANUARY, 1926

PROEM

O, Painter of the Fruits and Flowers,
We thank Thee for Thy wise design
Whereby these human hands of ours
In Nature's Garden work with Thine.

And thanks that from our daily need
The joy of simple faith is born,
That he who smites the summer weed
May trust Thee for the Autumn corn.

Give fools their gold, and knaves their power,
Let Fortune's bubble rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

For he who blesses most, is blest;
And God and man shall own his worth
Who toils to leave, at his bequest,
An added beauty to the Earth.

And soon or late, to all that sow,
The time of harvest shall be given;
The flower shall bloom, the fruit shall grow
If not on earth, at least in Heaven.

—*Whittier.*

TABLE OF CONTENTS

PAGE

INTRODUCTION—State Superintendent A. T. Allen 4

FOREST PROTECTION—Governor A. W. McLean 5

COÖPERATION OF COUNTY SUPERVISORS—L. C. Brogden, State Supervisor Rural Elementary Schools 5

ENDORSEMENT—Mrs. Jane S. McKimmon, Director Home Economics 6

COÖPERATION OF TEACHERS OF AGRICULTURE—T. E. Brown, Director Vocational Education 6

GENERAL DISCUSSION 7

ARBOR DAY SUGGESTIONS 13

TYPICAL FALL PROGRAM 14

NURSERYMEN'S ASSISTANCE 19

THINGS TO PLANT 21

COUNTY-WIDE SCHOOL IMPROVEMENT CONTEST 23

THE SEASONS 28

PLANTING FOR EVERY SCHOOL MONTH 29

FEBRUARY PROGRAM 33

BEAUTIFYING THE HOME 38

HIGHWAY BEAUTIFICATION 40

BIRD-STUDY 41

BIRD DAY—TYPICAL PROGRAM 48

BOOKS FOR THE LIBRARY 50

BULLETINS 52

INTRODUCTION

This bulletin is issued in compliance with the requirements of section 369, chapter 136, Public Laws 1923.

Heretofore we have confined these bulletins to a program of exercises for one day. It has occurred to us that the idea might be expanded to include a series of activities, covering a whole year and leading up to a somewhat elaborate celebration of Arbor Day within the appropriate planting season in early spring.

Furthermore, many hundred large consolidated rural schools have been erected within the last few years. Many of them are on new lots. The beautification of these grounds presents a concrete project in the selection, arrangement and planting of flowers, shrubs and trees. By a little effort on the part of the teachers in arousing the interest of the children and in directing their activities toward a definite objective, the school grounds can, in a few years, at comparatively small cost, be made strikingly beautiful and attractive.

The purpose of this bulletin is to provide a continuous program of work extending over a period of years and leading finally and definitely towards a completed plan of beautification. Working in this way on a concrete project will call forth the intense interest of the children. In many instances, it is hoped, this interest will extend beyond the school grounds and go into the homes of the children.

This whole business is a community enterprise in which the children themselves should be invited to take leading parts. This bulletin undertakes to present an idea rather than a specific scheme of planting. It is hoped that its contents are varied enough to permit the ready adaptation to local conditions.

Mr. John J. Blair, Director of Schoolhouse Planning, conceived the idea and prepared this pamphlet embodying it, which I commend most heartily to superintendents, principals and teachers, and to community organizations of various kinds.

A. T. Allen

State Superintendent Public Instruction.

FOREST PROTECTION

Governor A. W. McLean

The long-continued drought in Western North Carolina recently furnished the text for a paper of the greatest importance to the State by Governor A. W. McLean. The Governor said:

"In my recent trip through Western North Carolina, the two things that struck me the most forcibly were the great wealth, enormous possibilities, and the general distribution of our forest resources, and the apparent indifference to their destruction by fire. The most severe drought in recent years, coupled with the prolonged heat, had made the woods as dry as tinder. The forest fire had been burning in almost every county visited, an almost unprecedented occurrence in August. Fortunately, in the majority of the counties visited, the forest warden organization was in existence, which, while not as yet successful in the prevention of forest fires, succeeded in most cases, in cutting down the area of the average fire through organized fire suppression. In the counties without protection, fires had been burning for days without any attempt to extinguish them, and I regretted to learn that some of these counties had been given the opportunity of securing protection from the State with the appropriation of a few hundred dollars, but had declined to take advantage of it, or had started protection, and later declined to continue it."

WHAT COUNTY SUPERVISORS CAN DO

L. C. Brogden

State Supervisor Rural Elementary Schools

The county school must not only educate the pupil to think clearly and logically, and to act intelligently and effectively, but must also equip him to feel deeply and discriminatingly. And among the refined pleasures of life it equips him to enjoy, must be the feelings of esthetic appreciation of the world of Nature about him.

What manifold opportunities come to the public school on Arbor, Tree, and Bird Day for awakening in the soul of the country child this esthetic appreciation of country life and country things. And here, too, the buoyant spirited rural school supervisor can render a definite and a helpful service. Let her work with the Parent-Teacher Association, in providing for this day the best program possible, and in making the school grounds in flower plots, shrubs, and trees the most beautiful grounds in all the country round about. Let her work with teachers and pupils in providing on the school grounds, on this day, the most appropriate exercises practicable, whether it be in the songs they sing, the selections they read or recite, or in the pageants they provide.

WHAT HOME DEMONSTRATION AGENTS CAN DO

Jane S. McKimmon
State Home Demonstration Agent

"I am much interested in the observance of Arbor and Bird Day throughout North Carolina. Particularly do I believe that in every rural home the planting of trees should be done. So many of the home sites are bare of trees, shrubs and flowers that anything that will induce people to place their houses in a setting of greens will be welcomed. I believe the Home Demonstration Agents will lend their hearty support to tree planting and the preservation of the birds."

WHAT VOCATIONAL TEACHERS OF AGRICULTURE CAN DO

T. E. Browne
Director Vocational Education

"Tree, Arbor, and Bird Day" offers an excellent opportunity to all the 110 teachers of vocational agriculture in the public schools of North Carolina to make a distinct contribution to the communities where they are located. Most of these men have had special training in horticulture and it is a part of the program of vocational education for these men to utilize every opportunity to beautify their school grounds, and to aid the farmers of their communities in arranging the proper plantings of trees, shrubs, and grass. Some of these men have already demonstrated the extent to which the surroundings of homes may be much improved by the use of native shrubs and grass, at very little expense. We hope every one of these trained men will coöperate thoroughly with the new movement which is advocated in the "Tree, Arbor, and Bird Day" Bulletin.

ARBOR AND BIRD DAY PROGRAM

FOR YEAR-ROUND OBSERVANCE

GENERAL DISCUSSION

The United States Government Report in 1890 showed that thirty states in the Union had observed Arbor Day in the schools, some by Legislative Enactment, and some by order of the Superintendent of Public Instruction. Beginning with 1893, the day has been regularly observed in many of the schools of this State, and in later years, regular programs, with suggestive outlines, have been distributed by the Department of Public Instruction. There was properly incorporated into each the Bird Day feature. The Booklet for 1915 was by far the most complete and appropriate of all.

The problem which confronts the State now is that of interesting every teacher and every school in North Carolina in making a proper observance in accordance with the plans outlined in the Bulletin. It will be interesting to know the number of city and rural schools in which the Bulletins have been regularly used and in which suggestions have been put into operation. The value of the school as an organizing agency for promoting a movement of this kind is beginning to be appreciated.

Arbor Day activities should really extend throughout the school year, and one special day set apart for a sort of summarizing and compilation of the leading ideas which have all along presented themselves. In order to interest children in the value, beauty, and personality of trees, the teacher herself should have a deep appreciation. It is an old saying that "A stream cannot rise higher than its source."

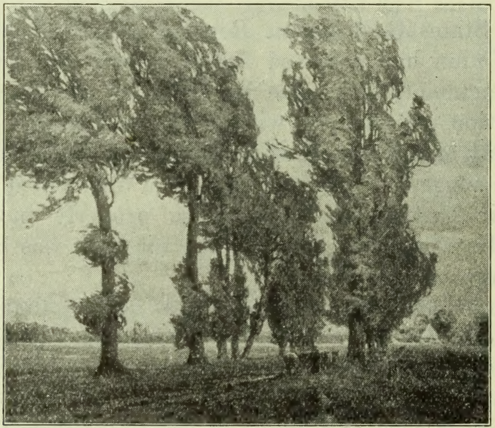
A tree library should form a part of the library equipment of every school in North Carolina. The library should be made up of United States Government bulletins and publications, reports of the State Forestry Association, and state bulletins.

The teacher herself should have a background of information with regard to notable trees,—those celebrated in poetry, literature, art, and song. In literature, the description given by Edward White, in *The Mountain;* Horace Kephart, in *Our Southern Mountaineers;* John Muir, in *His Autobiography.* Among the poets, she should be familiar with William Cullen Bryant's "Forest Hymn," and "Lines to a Water-fowl," Longfellow's "Evangeline" starting with the immortal lines,

This is the forest primeval,
  The murmuring pines and the hemlocks,
Bearded with moss, and with garments green
  Indistinct in the twilight.

Tennyson, Whittier, Wordsworth's "Talking Oak," the Cary sisters, who wrote

Among the beautiful pictures
  That hang on Memory's wall
Is one of the dear old forest
  That pleases best of all.



*CALL OF THE WEST—*Davis*

And George P. Morris, famous for his lines:

Woodman, spare that tree!
  Touch not a single bough!
In youth it sheltered me,
  And I'll protect it now.

Another source of inspiration is the tree in art. Inexpensive pictures can be secured and displayed in the schoolroom. Among them are the following well-known paintings, Corot's "Dance of the Nymphs," Hobbema's "Avenue of Trees," or "Harp of the Winds," or "Trees on the Banks of the Seine," Adam's "End of Day." All of these show beautiful trees. There are many interesting, instructive, and beautiful pictures of trees in the *National Geographic Magazine,* particularly those of the big trees of California.

It should be borne in mind that the study of trees is closely related to nature-study and the study of geography. Whenever an opportunity is given, the usefulness of trees should be dwelt upon. They can be classified in this simple way or manner:

---

* Pictures courtesy Brown Robertson Co., 415 Mad. Ave., N. Y.

1. Those that are useful for their timber. Name five.
2. Those useful for their fruits. Name five.
3. The rubber-tree.
4. The pine, and its products. Name them.

These are a few isolated examples of the usefulness and material value of trees.

Notable Trees

We are all familiar with the big trees of California, showing stage coaches passing through the body, or a company of fifteen mounted cavalrymen standing upon the trunk of a fallen tree; or the smooth top of the stump used for a dancing floor, and the cross-section for a dining table. In the Northern Sierras, there are great areas of these trees, which would require a day to ride through.

The Story of Johnny Appleseed

In 1840, by an Act of Congress, a monument was erected to Johnny Appleseed, who went out across the continent, at the head of a band of early emigrants, and planted seeds of apple, peach, and pear; so that in after years, the early settlers found ripened fruit far in advance of the march of civilization.

Trees of the Bible

Trees of the Bible should claim attention, beginning with the story of Creation, and giving thought to all the different trees mentioned in the Bible. There are at least twenty-six thus named.

Favorite Trees

Each of us, in his heart, has a personal, secret love for some tree, which is endeared to us from childhood; perhaps the one by the spring or the one beside the old swimming-hole.

> Under the greenwood tree
> Who loves to lie with me,
> And tune his merry note
> Unto the sweet bird's throat, . . .

Trees Adapted to Certain Sections of the State

In Wilmington and New Bern, the laurel oak is the best adapted for street purposes. There is a live oak on Wrightsville Sound which has a spread of one hundred feet and nine feet in diameter six feet above the ground. There are numerous vines which grow wild in each locality, such as woodbine, azalea or bush honey-suckle, bamboo, trumpet vine, and yellow jasmine.

In order to create in the children a love for the trees, many elementary facts about them may be taught. This should include the names of some trees, the form and shape of the leaf, the study of the blossom. Among the latter class, there are notably the dogwood, the locust, and the tulip-poplar. Nature's wonderful provision for protecting and distributing seed may be shown by the sycamores, the chinquapin, the chestnut, the hickorynut, and the pine burr, all of these affording interesting study. A book of pressed leaves should form a part of the school's equipment.

Simple outlines in mass should be drawn upon the blackboard.

Can you tell from the mass of the shape which tree
  The apple, the oak, and the elm be?
The maple, the linden, the locust too,
  With its many windows the sky shines through?

The observance of Arbor Day should reach its climax in the actual planting of trees, flowers, and shrubs in a proper way in the presence of the children, and with their aid. Every teacher should know of the Flower Mission in Cincinnati, Ohio, which furnishes seed at a penny a package, and every child who can do so, should be encouraged to plant seed in his own home.

Trees in Literature

"The Talking Oak" is probably the most sentimental poem Tennyson ever wrote. Very few of his poems are based on love and romance.

If Nature were taken out of the poetry of Bryant, how little would be left!

Emerson is not classed by critics as a poet of Nature, but his "Wood Notes" entitle him to be ranked with the best.

Whose living towers the years conspired to build,
Whose giddy tops the morning loves to gild.

"My Garden" is another charming expression of his love of Nature:

If I could put my woods in song
And tell what is there enjoyed,
All men would to my garden throng
And leave the cities void.

Byron wrote:

There is a pleasure in the pathless woods,
There is rapture on the lonely shore,
There is society where none intrudes,
By the deep sea, and music in its roar;
I love not man the less, but Nature more,

And from these, our interviews in which I steal
From all that I may be, or have been before,
To mingle with the universe, and feel
What I can ne'er express, yet cannot all conceal.

Wordsworth, in his "To the Skylark," proves himself a poet of Nature:

Ethereal minstrel! Pilgrim of the sky!
  Dost thou despise the Earth where cares abound?
Or, while thy wings aspire, are heart and eye
  Both with thy nest upon the dewy ground?
Thy nest, which thou canst drop into at will
  Those quivering wings composed, that music still?

AUTUMN WINDS—*Danitz*

Oliver Wendell Holmes, in his *Autocrat of the Breakfast Table,* says: "I want you to understand that I have a most intense and passionate fondness for trees, and have had several romantic attachments to certain trees in particular. I speak to them, as I adore them and love them in the field. Endowed with Life, but not with soul—which outlives us, but stand helpless before us." Again, he says: "When we plant a tree, we are doing what we can to make our planet a more wholesome and happier dwelling place for those who come after us, if not for ourselves."

Shakespeare, in "As You Like It"—

And this, our life exempt from public haunt,
  Finds tongues in trees,
    Books in the running brooks,
      Sermons in stones,
        And good in everything.

John Muir, on "Saving the Trees," says:

"Any fool can destroy trees. They cannot run away; and, if they could, they would still be destroyed—chased and hunted down as long as fun or a dollar could be got out of their bark hides, branching horns, or magnificent bole backbones. Few that fell trees plant them; nor would planting avail much toward getting back anything like the noble primeval forests. During a man's life, only saplings can be grown in the place of the old trees—tens of centuries old—that have been destroyed. It took more than three thousand years to make some of the trees in these western woods—trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the Sierras. Through all the wonderful, eventful centuries since Christ's time, and long before that, God has cared for these trees, saved from drought, disease, avalanche, and a thousand straining, leveling tempests and floods; but he cannot save them from fools—only Uncle Sam can do that."

Poems are made by fools like me,
But only God can make a tree.

Notable and Historic Trees

Washington Elm at Cambridge, underneath which he took command of the Army on July 3, 1775.

Charter Oak at Hartford, Conn. In 1687 Governor Andrews was sent to be Governor of all New England, by King James. Upon asking for the charter all lights were immediately extinguished. Then James Wadsworth took the charter, and hid it in the oak. This famous tree was blown down in 1856.

Copps Hill, over grave of Cotton Mather.

Weeping willow from Napoleon's grave at St. Helena.

Ash trees planted by Washington at Mount Vernon.

Treaty Elm at Philadelphia, blown down in 1810. Penn's treaty with the Indians, never sworn to, never broken.

North Carolina's Historic Oaks

Besides affecting the general history and prosperity of a country, its trees sometimes have historical association.

The "Tory Oak" is at Wilkesboro, and comes into fame because Colonel Benjamin Cleveland executed several noted Tory outlaws upon it in the Revolutionary days. It stands only a few feet from the county courthouse, and is protected by a granite curb which encloses a small plot of beautifully sodded lawn.

The more famous "Council Oak," at Quaker Meadows in Burke County, was recently shivered by lightning, falling after centuries of storms withstood and venerated by those who knew its story and loved its perfection as a magnificent tree. Beneath its shade, October 1, 1780, Colonels Shelby, Sevier, Cleveland, Winston, and the three McDonalds held a council of war, and made plans for resisting Cornwallis.

The Cornwallis Oak at Charlotte, under which the British General rallied his officers when he made the famous speech about the community's being a "hornet's nest" was cut to build the Masonic Temple.

The most romantic of all the famous oaks is the "Flora Macdonald" Oak in Fayetteville, a towering white oak centuries old, overlooking Cross Creek, and adjoining a famous old-time home. It was beneath its spreading boughs and protecting shadows that the famous Scotch lady incited her beloved Highlanders to loyalty and bravery for the English Crown.

Probably the largest white oak in the State is found in the Guilford Battle Ground Park.

There is also a fine oak in the center of the Quaker Burying Ground at Guilford College.

In the yard of Mr. W. J. Andrews, of Raleigh, stands a fine specimen of the oak, about six feet in diameter.

One of the oaks in the yard of the Carolina Inn had to be removed, and was found to be over six hundred years old.

The famous Davie poplar at Chapel Hill marks the spot where William R. Davie dismounted from his horse, and fixed the spot where the University of North Carolina was to be built in 1792.

ARBOR DAY SUGGESTIONS

1. Section selected from Scripture.
2. Section devoted to trees.
3. Section devoted to birds.
4. Section devoted to art.
5. Section devoted to poetry.

To make Arbor Day a success, the teacher must have a conviction as to necessity, the pleasure, and the altruistic phase of it. If she is inspired by love of Nature, she will seek to make the home, the school, the village, or the city a comforting delight, a culturing power, and a presence of beauty through Life. She must realize that, while preserving the forests, she preserves the animals that roam therein, also the birds that make the forest their habitation. Few states in the Union have been more bountifully blessed than ours, and few have been more wantonly destructive of its trees, bird, and animal life.

In a country governed as ours is, no movement can be permanently successful unless it is based upon an appreciation on the part of the public of its importance and utility. Public sentiment has much to do with making Legislative Enactment. The greatest number of people can be reached through the medium of public schools in the State.

"What you would incorporate into the life of a nation, you must introduce into the school."

Let Arbor and Bird Day, then, mark the culmination of our best efforts, in the interest of this altruistic and humanitarian movement.

Arbor and Bird Day Items

1. County work by Women's Clubs organizing county schools. "Make your county a bird conservation county." Organize Junior Audubon Clubs. For buttons and materials, address: T. Gilbert Pierson, 1974 Broadway, New York.
2. Value of trees and ornamental shrubbery around schoolhouses. Pupils as care-takers.
3. Get for children supply of garden and flower seeds, from Flower Mission, Cincinnati, Ohio.
4. Secure tree and lantern slides from U. S. Government.
5. Bird slides can be rented from National Audubon Society, 1974 Broadway, New York.
6. Ask for donation of Tree and Bird books for library. (See list, back of Bulletin).
7. Beautiful gift would be Audubon plates, or other bird pictures.

TYPICAL FALL ARBOR DAY PROGRAM

1. Song by the School:

AMERICA, THE BEAUTIFUL

O beautiful for spacious skies, for amber waves of grain,
For purple-mountain majesties, across the fruited plain!
America! America! God shed His grace on Thee
And crown thy good with brotherhood,
From sea to shining sea!

O beautiful for patriot dreams, that sees beyond the years
Thine alabaster cities gleam, undimmed by human tears.
America! America! God shed His grace on thee,
And crown thy good with brotherhood,
From sea to shining sea.

2. Responsive Reading:

(a) LEADER: In the beginning, God created the Heaven and the earth.

(b) RESPONSIVE: And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit-tree bearing fruit, after his kind, whose seed is in itself upon the earth: and it was so.

LEADER: And the earth brought forth fruit, and herb yielding seed, after his kind, and the tree yielding fruit whose seed was in itself, after his kind: and God saw that it was good.

RESPONSE: And God said, Behold, I have given you every herb bearing seed which is upon the face of all the earth, and every tree in the which is the fruit of a tree yielding seed; to you it shall be for meat.

(a) LEADER: What did the Psalmist, David, say?

(b) RESPONSE: And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit, in his season; his leaf also shall not wither, and whatsoever he doeth shall prosper.

3. Song by the School:

PRAISE TO GOD, IMMORTAL PRAISE

Praise to God, immortal praise, for the love that crowns our days
Bounteous source of every joy, let thy praise our tongues employ;
All to Thee, our God, we owe
Source whence all our blessings flow.

As Thy prospering hand has blest, may we give Thee of the best
And by deeds of kindly love, for thy mercies grateful prove.
Singing thus through all our days,
Praise to God, immortal praise.

(a) LEADER: What did the Bible say, as to the beauty of the lily?

(b) RESPONSE: Consider the lilies of the field, how they grow; they toil not, neither do they spin: and yet I say unto you that even Solomon in all his glory was not arrayed like one of these.

(a) LEADER: What did one of the Prophets say?

(b) RESPONSE: The wilderness and the solitary place shall be glad for them; and the desert shall rejoice, and blossom as the rose. It shall blossom abundantly, and rejoice even with joy and singing.

WHAT THE TREES TEACH US

(For fourteen small pupils)

FIRST PUPIL:

I am taught by the oak to be rugged and strong
In defense of the right, in defiance of wrong.

SECOND PUPIL:

I have learned from the maple that beauty to win
The love of all hearts must be sweet from within.

THIRD PUPIL:

The beech, with its branches wide-spreading and low
Awakes in my heart Hospitality's glow.

FOURTH PUPIL:

The pine tells of constancy. In its sweet voice
It whispers of hope, 'till sad mortals rejoice.

FIFTH PUPIL:

The nut-bearing trees teach that 'neath manner gruff
May be found as sweet kernels as in their shells rough.

SIXTH PUPIL:

The birch in its wrapping of silver and gray
Shows that beauty needs not to make gorgeous display.

SEVENTH PUPIL:

The ash, having fibers tenacious and strong
Teaches me firm resistance, to battle with wrong.

EIGHTH PUPIL:

The Lombardy poplars point upward in praise
My voice to kind Heaven they teach me to raise.

NINTH PUPIL:

The aspen tells me, with its quivering leaves
To be gentle to every sad creature that grieves.

TENTH PUPIL:

The elm teaches me to be pliant, yet true
Though bowed by rude winds, it still rises anew.

ELEVENTH PUPIL:

I am taught generosity, boundless and free
By showers of fruit from the dear apple-tree.

TWELFTH PUPIL:

The cherry-tree, blushing with fruit crimson-red
Tells of God's free abundance, that all may be fed.

THIRTEENTH PUPIL:

In the beautiful linden, so fair to the sight
The truth I discern, it is inwardly white.

FOURTEENTH PUPIL:

The firm-rooted cedars, like centuries of old
Show that virtues, deep-rooted, may also be bold.

ARBOR DAY SONGS

(*Tune: Maryland, my Maryland*)

Again we come this day to greet
Arbor Day, sweet Arbor Day.
With willing hands, and nimble feet
Arbor Day, sweet Arbor Day.
No sweeter theme our time can claim,
No grander deep points us to fame,
No day more proud than this we name
Arbor Day, dear Arbor Day.

PLANTING THE OAK

All so happy, so glad and gay,
We little children have come today,
All sturdy and strong and stout of limb,
We bring an oak* from the forest dim,
And here, with words of joy and praise,
This tree we'll plant for coming days.

FIRST CHILD:

In the years that hurry by
May its branches reach the sky.

SECOND CHILD:

Birds shall in its branches nest.

THIRD CHILD:

Children neath its shadows rest.

ALL:

And we hope that it may be
A blessing to posterity.

ARBOR DAY ALPHABET

26 Children Planting a Tree

A is for apple-tree, sweet with bloom, or laden with golden fruit.
B is for beach, with thick, cool shade, and the birches of ill-repute.
C is for chestnut, and cedar fair, and cypress, where sorrows abide.
D is for dogwood, whose fair, white tents, are pitched by the river-side.
E is for elm, New England's pride; True patriot's love they stir.
F is for fig-tree of the South, and the cone-shaped Northern Fir.
G is for gum-tree, so well known to the Southern girls and boys.
H is for hemlock, stedfast tree, and for holly, with Christmas joys.
I is for ironwood, firm and strong, and the ivy that twines around.
J is for juniper, low and green, where purple berries are found.
K is for king of the forest grand; the oak must wear the crown.
L is for thorny locust, the larch, and the linden of fair renown.
M is for maple, favorite one, the Queen of all the trees.
N is for Norway pine, which still is whispering in the breeze.
O is for orange, blooming for brides, and the olive, yielding rich oil.
P is for poplar, reaching high, and the palm of the southern soil.
Q is for quince, in our garden low, with its fruit so sour and green.
R is for redwood, giant trees, the largest that can be seen.
S is for spruce, bright evergreen, and the silvery sycamore.
T is for tulip tree, broad and high, with its beautiful tulip-like flower.
U is for upas, tropical tree, with its fabled poison air.
V is for vines that cling to the tree, for friendship, strength, and care.
W is for walnut, dark and firm, and the willow, faithful and true.
X is for xanthoxylum, bitter bane, whose virtue is strengthening power.
Y is for yew tree, dwelling alone, friendless and sad, we know.
Z is for zenith, the point above, toward which the trees all glow.

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*For the word *oak* the name of the proper tree may be submitted.

ARBOR DAY POETRY

What do we plant when we plant the tree?
We plant the ship that will cross the sea,
We plant the mast to carry the sails,
We plant the planks to withstand the gales—
The keel, the keelson, and beam and knee,
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the house for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors
The beams and siding, all parts that be—
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade from the hot sun free,
We plant all these when we plant the tree.

—*Abbey.*

THE WREATH ON THE PLOW

Honor waits o'er all the earth
Through endless generations
The Art that calls the Harvest forth
To feed the expecting Nations.

—*Bryant.*

AN ARBOR DAY TREE

Dear little tree that we plant today,
What will you be when we're old and gray?
The savings bank of the squirrel and mouse
For robin and wren an apartment house.
The dressing room of the butterfly's ball,
The locust's and katydid's concert hall,
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon
And my leaves shall whisper then merrily
A tale of the children who planted me.

PLANTING THE TREE

School marches into yard to witness planting the trees or shrubs.

Program

1. Short talk by teacher or visitor, giving name of species planted, purpose, future care, and protection.
2. Children recite together "Planting the Oak."
3. Song by the School—

"Carolina, Carolina, Heaven's blessings attend her"
"Let all those who love us love the land that we live in."

SEEK THE ADVICE AND COUNSEL OF YOUR NEIGHBOR NURSERYMAN

If principals and teachers could spend one half of a Saturday in each month visiting and inspecting the nearest nursery, much benefit, and great pleasure, would result. All nurserymen have expressed themselves as willing and desirous of assisting in the work of school, farmstead, and highway beautification. All the nurseryman needs, therefore, is an invitation, and the opportunity to advise and assist.

There is, in the State, no other one organization or agency so well fitted to promote a county-wide and State-wide program of school-ground beautification. The greatest pleasure and satisfaction will be gained by learning, first-hand, from such a reliable source the names of shrubs, flowers, and trees.

Children should learn to know from the teacher which plants are annual, and which are perennial; which trees are deciduous, and which are not. In this latitude, there are many species of shrubs and plants which remain green all the winter. In order to give a tropical effect, these should be used abundantly, for home, school, town, and highway planting. The use of native plants, taken from the immediate locality, is imperative. On the other hand, any attempt to use this material exclusively would result disastrously.

Suggestions

1. Visit the nursery, and acquaint the nurseryman with your conditions and needs.
2. Secure exact directions from your nurseryman as to all practical details of planting.
3. Secure catalogues and preserve them. These will form a nucleus for a library shelf of Nature Literature.
4. Invite the nurseryman to inspect the grounds, and make suggestions. Call the teachers together for a round table talk with them.
5. Submit a list of plants needed, and ask for prices. Ask for list price, and also price to include planting.
6. To get the very best results, secure the services of a landscape architect.

NORTH CAROLINA NURSERIES

Name	*Address*	*Acres*	*Specialties*
Altifirma Nursery	Highlands	3	Ornamental
Audubon Nursery	Wilmington R-2	25	Ornamental
Barnes, George H.	Roxobel		Ornamental
Beadle Nursery, C. D.	Biltmore	15	Ornamental
Boston Nursery	Cana		Apple

Name	*Address*	*Acres*	*Specialties*
Booie, W. D.	Mocksville R-2		Apple & Peach
Bolick Nursery, Mrs. A. F.	Conover		Privet
Bolick Plant Farm	Conover		Privet
Britton, Robert S.	Asheville	2½	Ornamental
Bost, J. M.	Newton		Peach
Burgess, Thos. S.	Sou. Pines		Ornamental
Carolina Nursery	E. Flat Rock	2	Apple & Grape
Candor Development Co.	Candor		Peach & Apple
Carolina Nurseries	Burlington		Apple
Catawba County Nursery	Newton R-3	13	General
Chatham Nursery	Siler City R-4	2¼	General
Cherokee Indian Reservation	Cherokee	4¾	General
Coastal Plain Station	Willard		Grapes
Coble L. G.	Kimesville		Peach
Coffey, W. L.	Sands		Apple
Continental Plant Co.	Kittrell	73	General
Crayton, F. M.	Biltmore	15	Ornamental
Croom, J. F. & Bro.	Magnolia	200	Bulbs
Crowells Plant Farm	Concord	2	Ornamental
Cumberland Nurseries	Marston	30	General
Davie Nursery	Mocksville	10½	General
Deaton Nurseries	Vass R-1	10	Ornamental
Ellis, A. J.	Clayton		Grape
Ezell, V. L.	Whittier		Apple
Frost, Robt. T.	Charlotte		Ornamental
Fullbright, M. S.	Newton R-1		Peach
Gardens of the Blue Ridge	Pineola	20	Ornamental
Garden Spot Nursery	La Grange	2	General
Globe Plant Co.	Liberty	4	Strawberry
Greensboro Nurseries	Greensboro R-2	21	General
Griffin, John	High Point		Ornamental
Hamburg Nurseries	Weaverville	1¾	Apple & Peach
Hardy Evergreen Gardens	Old Fort, R-1	5	Ornamental
Hayes, Edward G.	Charlotte		Ornamental
Hendersonville Nurseries	Hendersonville		Ornamental
Highland Farm & Nursery	Concord R-4	2	General
Hill's Nursery	Highlands		Ornamental
Holly Tree Nursery	Sou. Pines	3	Ornamental
Howard-Hickory Nursery Co.	Hickory	65	General
Houck, Jno. M.	Marion		General
Intermountain Nursery	Old Fort		Apple & Peach
Killian Nursery, The	Newton	13	General
Lenoir Nursery	La Grange		General
Laurel Park Nursery	Hendersonville	4	Ornamental
Lindley, J. Van, Nur., Co.	Pomona	257	General

Name	*Address*	*Acres*	*Specialties*
Maple Grove Nursery Co	Kimesville	4	General
Mecklenburg Nurseries	Charlotte R 1	7	Ornamental
Middlemount Gardens	Asheville		Ornamental
Miller Plant Co	Hickory R-3	5	Strawberry
Montgomery Nursery	Candor	18	General
Morris, C. B	Colerain		Apple
Mullis, John E	Marshville R-2		Apple
Newson, L. E	Lucama		Apple & Peach
Newton Nursery Co	Newton R-1	6	General
North State Nurseries	Julian	7	General
Oaksley Nurseries	Asheville	8	Ornamental
Overman, R. B	Selma R-2	1¼	Apple & Pear
Piedmont Nursery	Kimesville R-1	14	General
Pinehurst Nurseries	Pinehurst	3	Ornamental
Ponshurt Greenhouses	Asheville R-5		Ornamental
Reynolds Nursery Co	Winston R-2	7¼	General
Reynolds, L. A	Winston R-1	5	Ornamental
Roberts, J. K	Biltmore	2	Ornamental
Shepard, William	N. Wilkesboro	1½	Apple & Pear
Sinclair Nursery Co	Hendersonville R-3	4	Apple
Spoon Brothers Nursery	Burlington	3	General
Spring Hope Nursery Co	Spring Hope R-3		Apple
Tinga Nursery & Truck Farm	Castle Hayne	2	Ornamental
Throneburg, F. M	Newton, R-1	2	Grapes & Strawberry
Valdesian Nursery	Bostic		General
Valley Nook Nursery	Cary		General
W. Asheville Nursery Co	Asheville, R-3	3	Ornamental
Western, N. C. Nursery Co	Stecoah	10	General
Yadkin Nursery	Star	5½	General
Young, Robert C	Greensboro	10	Ornamental

THINGS TO PLANT, WITH BRIEF DESCRIPTIONS

IN FULL SUN

Delphinium, "gold medal hybrids": hardy larkspur. Four to seven to eight feet high; blue flowers in spikes sometimes two feet long; buy plants; group; set out in October, or as soon as warm enough in Spring; stake when they reach a height of three feet; blossom in June, but, by cutting down after each crop has faded, they may be carried on through September.

Shrubs

Forsythia suspensa, Fortunei: golden bell. Eight feet high, branches spreading, pendulous tips; flowers yellow and bell-like, the entire length of the branches, before the leaves; buy plants; blossoms in April, or earlier.

Buddleia variabilis, Veitchii: Buddlea. Eight feet high; reddish violet flowers in long, upright, pyramidal clusters; foliage suffused with a rosy white, leaves long and slender; buy plants; blossoms in July.

IN SHADE

Deutzia, "Pride of Rochester." Eight feet high; double white flowers tinged with pink, in loose clusters; buy plants; blossoms in May.

Ligustrum Ibota: Japanese privet. Ten feet high; spreading branches; small panicles of white flowers along the branches; buy plants; blossoms in June and July.

THE RIVER—*Corot*

IN PARTIAL SHADE

Berberis Thunbergii: Japanese barberry. Four feet high; any soil; low and dense, horizontal branching shrub; flowers, pale yellow, small, strung along the branches like little inverted cups; blossoms in April and May; scarlet berries follow which remain all winter.

Deutzia corymbiflora: Deutzia. Four feet high; any soil; the branches are long and slender and spreading; white flowers in large clusters at the ends of branches and twigs, covering the bush; blossoms in June.

Syringa vulgaris: common lilac. Twelve to twenty feet high; any soil will do, but a moderately moist one is preferred; familiar lilac-colored flowers; blossoms in May and June.

Acer rubrum: red maple tree. Reaches one hundred and twenty feet in height in time; any soil; scarlet blossoms in March and April.

SHRUBS FOR SHADED OR PARTLY SHADED PLACES

POPULAR NAMES	TECHNICAL NAMES	COLOR	DATE OF BLOOM
Azalea	Azalea, spp.	Various	April-July
Bush Honeysuckle	Lonicera tatarica	Pink	June
Common Elder	Sambusus canadensis	White	June
Coralberry	Symphoricarpos vulgaris	Pink	May
Deutzia	Deutzia, spp.	White, pink	May
Golden-bell	Forsythia in variety	Yellow	May
Japanese Barberry	Berberis Thunbergi	Yellow	May
Mahonia	Berberis aquifolium	Yellow	May
Mountain Laurel	Kalmia latifolia	Pink	May
Privets	Ligustrum, in variety	White	May
Smoke Bush	Rhus cotinus	Purple	May
Snowberry	Symphoricarpos racemosus	Pink	July
Spirea	Spiraea arguta	White	June
White Kerria	Rhodotypos kerrioides	White	May

SHRUBS SUITED TO MOIST SOIL

Pepper-bush	Clethra alnifolia	White	July
Swamp Honeysuckle	Azalea viscosa	White	June-July
Shad-bush	Amelanchier canadensis	White	April-May
Spirea	Spirea japonica	Pink	June
Witch hazel	Hamamelis virginia	Yellow	October
Syringa			
Lilac			

Buddleia	Buddleia Lindleyana	Purple	June
Hydrangea	Hydrangea paniculata var. grandiflora	White	August
Privet	Ligustrum, spp.	White	July
Honeysuckle	Lonicera Standishi	Pink	April
Mock orange	Philadelphua coronarius	White	June
Spirea	Spirea, spp.	White	June
Japanese Rose	Rosa multiflora	Various	June

COUNTY SCHOOL IMPROVEMENT CONTEST

GRADING FOR PRIZES

Some counties are giving prizes to schools showing the most improvement in planting and beautification; a system of grading is necessary for uniformity. As an aid in judging the following plan is suggested. It will be noted that five varieties of plants are given in five different classes. Each school should be given a score or grade in proportion to the number of plants in the list successfully set out.

As there are five different classes, with five species in each class—on a basis of ten for each species, a perfect score for all would be 250. Then for additional plants, a small sum, to be agreed upon by the judges, county superintendent, and supervisor, should be added to the total.

Additional trees should receive the highest score, possibly as much as five for each. Of course the artistic arrangement and conformity to a fixed layout or plan, should receive a high mark, say an additional 50 for each class.

A perfect window box should receive a mark of fifty, without regard to the number of plants contained in it.

CLASS I. FIVE FLOWERING SHRUBS FOR FOUNDATION PLANTING

These shrubs are comparatively easy of culture, and will remain in compact form, if kept trimmed, and old wood removed. For screening bare or latticed foundations where evergreens are not desired, this list is indispensable.

1. **Abelia grandifloria**—Evergreen; blooms all summer; very hardy and easy to propagate.

2. **Deutzia**—Graceful branches, covered with flowers, in early Spring.

3. **Golden Bell**—Drooping foliage, bearing profusion of yellow flowers.

4. **Snowberry**—Dense growth; creamy white flowers.

5. **Spireas; Van Houtti, Thunbergii, and Anthony Waterer.**—These are all too well known to require further description.

CLASS II. FIVE SHRUBS FOR HEDGES AND BOUNDARY PLANTING

1. **Armoor River Privet**—Green year around; hardy and tall-growing.

2. **Japanese Barberry**—Foliage beautiful in the Fall, and early Winter.

3. **Japanese Privet**—Dark green, handsome, evergreen leaves; white flowers, followed by purple berries.

4. **Rose of Sharon (Althea)**—White single variety is most desirable; the pink and carmine colors are more commonly used.

5. **Butterfly-bush (Budleya)**—Flowers violet, in clusters, blooms from June until frost.

CLASS III. CLIMBING ROSES

1. **Gardenia**—Bright yellow flowers in large clusters.

2. **Excelsa**—Surpasses famous Crimson Rambler; mildew proof, double scarlet crimson.

3. **Hiawatha**—Deep carmine—yellowish white center; single flowers.

4. **Silver Moon**—Waxy white; yellow stamens, a most desirable variety; hardy in every way.

5. **Marechal Niel**—Golden yellow flowers; favorite climber of the South.

CLASS IV. GOOD CLIMBING VINES

Vines are invaluable for hiding unsightly objects, as well as for screening and decorative purposes.

1. **Akebia Quniata**—Graceful and handsome; chocolate-colored flowers, and of rapid growth.

2. **Japanese clematis**—A favorite vine, with small white flowers, throughout the late summer.

3. **Virginia Creeper**—Leaves turn to deep crimson in the Fall; native and easy to transplant.

4. **Climbing Japanese Honeysuckle**—Rapid grower, fragrant yellow blossoms.

5. **Chinese Wisteria**—Blooms early in the Spring; flowers occur, both in purple and white. The latter are more rare, but very beautiful.

CLASS V. FIVE FLOWERING TREES

1. **Crape Myrtle**—A great favorite in old Colonial times.. The tradition is that it blooms for a hundred days. The coral red, and light pink are most desirable. Much attention should be given to the beauty of the foliage, the graceful branching, and the bark, with its satin-like surface. The Crape Myrtle might appropriately be adopted as the school tree for North Carolina.

2. **Dogwood**—This tree should be transplanted with much care, but, if successfully done, will amply repay with masses of white flowers in early Spring, and red berries in Winter.

3. **Mimosa**—A tree with graceful, feathery foliage and delicate, fragrant flowers. Botanists tell us that it is rather a recent Japanese importation. It presents a striking object in the landscape, and is worthy of more consideration than it has heretofore received. Adapted particularly to the middle and eastern sections of the State.

4. **Red Bud**—Flowers in early Spring, before the leaves appear. Blossoms thickly clustered along the twigs and branches; grows to finest perfection west of Raleigh. Finest effect is obtained if stock is massed, in planting.

5. **Tulip-Poplar**—Many of the tallest and finest trees of the original forest in our State were this variety. Bears tulip-like flowers, rich with honey; foliage a beautiful yellow, after frost. A rapid grower, useful as a windbreak, and background for school property.

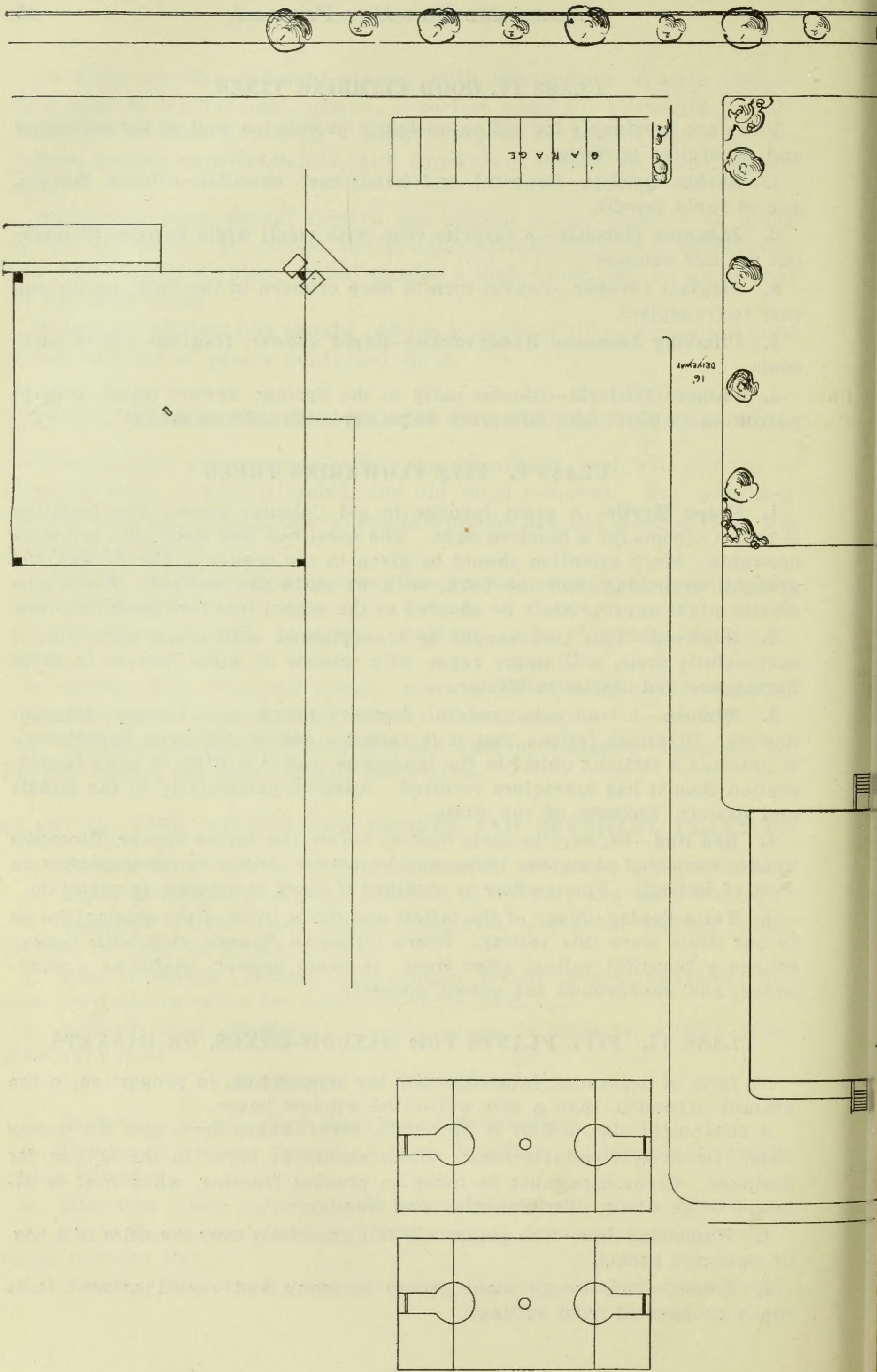
CLASS VI. FIVE PLANTS FOR WINDOW-BOXES, OR BASKETS

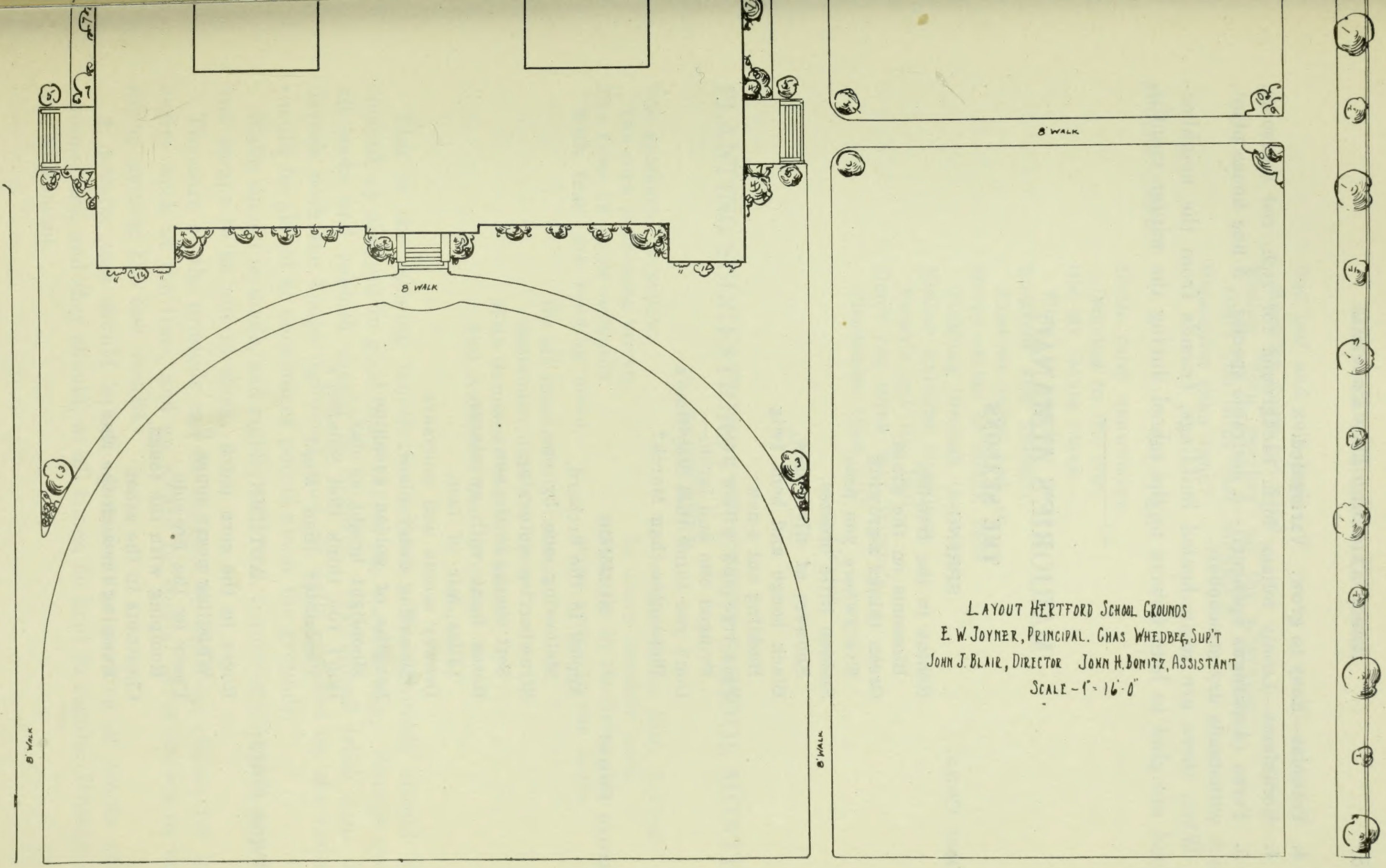
No form of decoration is prettier for the schoolroom, in proportion to the amount expended, than a few well-filled window boxes.

A convenient size is four ft. in length, eight inches deep, and ten inches wide. Green is a suitable color. Holes should be bored in the bottom for drainage. Great care must be taken to prevent freezing, when heat is allowed to go down, over Saturday and Sunday.

1. **Wandering Jew**—The plants will fall gracefully over the sides of a box, or swinging basket.

2. **Coleus**—This lovely plant occurs in many and varied colors. It is easily propagated from cuttings.


GARAGE
DRIVEWAY
16'



LAYOUT HERTFORD SCHOOL GROUNDS
E. W. JOYNER, PRINCIPAL. CHAS WHEDBEE, SUP'T
JOHN J. BLAIR, DIRECTOR JOHN H. BONITZ, ASSISTANT
SCALE - 1" = 16' 0"

8' WALK
8' WALK
8' WALK
8' WALK

3. **Petunias**—Easy to grow. Variegated.
4. **Geraniums**—Lovely foliage form background for rich, red blossoms.
5. **Ferns (Asparagus Spengeri)**—A desirable species. A fine house plant, as it withstands dry atmosphere.

When there are steam-heated buildings, friends from the neighborhood are glad to loan flowers to the school during the winter months.

MARJORIE'S ALMANAC

THE SEASONS

FIRST CHILD:

SPRING

Robins in the tree-top,
  Blossoms on the grass,
Green things a-growing
  Everywhere you pass.
Sudden little breezes,
  Showers of silver dew,
Black bough and bent twig
  Budding out a-new;
Pine tree and willow tree,
  Fringed elm and larch,—
Don't you think that May-time's
  Pleasanter than March?

SECOND CHILD:

SUMMER

Apples in the orchard,
  Mellowing one by one,
Strawberries upturning
  Soft cheeks to the sun;
Roses faint with sweetness,
  Lilies fair of face,
Drowsy scents and murmurs
  Haunting every place;
Lengths of golden sunshine
  Moonlight bright as day,
Don't you think that Summer's
  Pleasanter than May?

THIRD CHILD:

AUTUMN

Roger in the corn patch
  Whistling negro songs,
Pussy by the fire-side
  Romping with the tongs,
Chestnuts in the ashes
  Bursting through the rind;

Red leaf and gold leaf
  Rustling down the wind.
Mother "doin' peaches" all the afternoon—
  Don't you thing that Autumn's
Pleasanter than June?

Fourth Child: WINTER

Little fairy snow-flakes
  Dancing in the flue,
Old Mr. Santa Claus,
  What is keeping you?
Twilight and firelight,
  Shadows come and go,
Merry chime of sleigh bells
  Tinkling through the snow,
Mother knitting stockings,
  Pussy's got the ball,—
Don't you think that Winter's
  Pleasanter than all?
—*Aldrich.*

PLANTING SUGGESTIONS FOR EVERY SCHOOL MONTH

SEPTEMBER

The goldenrod is yellow,
  The corn is turning brown,
The trees in apple orchards
  With fruit are bending down.

The sedges flaunt their harvest
  In every meadow nook,
And asters by the brook-side
  Make asters in the brook.

By all these lovely tokens
  September days are here,
With Summer's best of wealth
  And Autumn's best of cheer.
—*Jackson.*

This is the opening month for schools. The grounds should be cleaned up and put in good order before the opening day. Stumps and all rocks and rubbish should be removed. Galvanized trash cans or barrels with the hoops tightened, and all nails clinched on the inside should be placed at convenient points about the grounds.

Rules should be made, and rigidly enforced, requiring all trash, papers and scraps to be put in them.

The care of the grounds can be assigned to different classes for an entire week at the time, and an award or special favor shown to the group getting the best results.

A definite area should be set apart for the parking of trucks and automobiles, and they should, at all times, be kept in regular formation and alignment.

If an area in front of the building is to be reserved for flowers and grass, neat round posts, five or six inches in diameter, should be placed firmly in the ground, and about six feet apart, to mark the boundary. Walks and drive-ways should be laid off in a similar manner. In addition to this, a plan for planting and beautification should, if possible, be secured. Types of such plans are found in this bulletin, which will contain helpful suggestions.

OCTOBER

Sun and skies and clouds of June
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining.

O sun and skies and clouds of June
Count all your boasts together!
Love loveth best of all the year
October's bright blue weather.
—*Jackson.*

In connection with Nature Study work, teach thoroughly the meaning of *deciduous* and *evergreen.* Make lists of trees which shed their leaves in winter, also trees which retain their leaves the year round.

Note and place upon the blackboard the date of the first killing frost and its blighting effect upon foliage and vegetation.

Arrange to plant some berry-bearing shrubs, not only for their beauty, but also as food for birds. Include the following: Dogwood, French Mulberry, Barberry, Red Cedar, Sumac, Virginia Creeper, and Elder.

Preparations should be made for a special Planting Day in November; two or three loads of manure will be needed, and a compost made in a convenient but out-of-the-way place.

A joint meeting of the Parent-Teachers Association, together with principals and teachers, to consider ways and means for school-ground beautification, will be a distinct advantage.

NOVEMBER

The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child—

Though day by day as it closes
Both dark and colder grow,
The roots of the bright red roses
Will keep alive under the snow.

There must be rough, cold weather
And winds and rain so wild,
Not all good things together
Come to us here, my child.
—*Cary.*

By November first, most leaves have fallen from the deciduous trees and shrubs. The red berries of the dogwood are disclosed in all their beauty and brilliancy. This is the best fall month for planting shrubs and trees. At least one planting day should be observed, with appropriate indoor and outdoor program arranged for.

Fill a few glass bowls with small round pebbles, for planting narcissus bulbs. These bulbs should have been kept in a cool, dark cellar or closet before placing them in the bowl.

Bulbs of daffodils, lilies, and iris can be put in the ground with good results.

If the school buildings are new, and the grounds unimproved, the ground can be plowed and harrowed, and sowed thick in rye grass. This will furnish a green yard all winter. Italian and English rye grass will also make a fine winter lawn.

A mulching of stable manure with some straw should be spread among the shrubbery for protection during the winter months. A covering of tobacco stems is fine for the lawn. This mulch should be spread where the ground is dry or frozen.

DECEMBER

The elm lets fall its leaves before the frost,
  The very oak grows shivering and sere,
The trees are barren when the Summer's lost,
  But one tree keeps its goodness all the year.

Green pine, unchanging as the days go by,
  Thou art thyself beneath whatever changing sky!
My shelter from all winds, my own strong pine,
  'Tis Spring, 'tis Summer still, while thou art mine.

—*Webster.*

As freezing weather approaches, request children to bring from home ferns and potted plants, to be kept in the school building. The greatest care should be taken not to allow them to freeze, over the week-end and Christmas holidays.

If there is a farm agent or nurseryman at hand, request a demonstration of propagation of cuttings from ornamental shrubs.

Place the cuttings in moist sand free from organic matter, and keep in a cold frame or cellar. Observe that fibrous roots will form on the stems.

In the Spring, these cuttings will be ready for out-door planting.

Near High Point, there is a small area of ground, with ten thousand box bushes, now six and eight inches high, grown from cuttings.

A teacher would be repaid if her class could be taken through a greenhouse just before the Christmas flowers and potted plants are sent out to homes and hospitals.

JANUARY

The New Year comes in with shout and laughter,
  And see, twelve months are following after!
First January, all in white,
  Then February, short and bright.

See breezy March go tearing 'round,
  But tearful April makes no sound.
May brings a pole with flowers crowned.
  And June strews roses on the ground.
A pop! a bang! July comes in;
  Says August, "What a dreadful din."
September brings her golden sheaves,
  October waves her pretty leaves,
While pale November waits to see
  December bring the Christmas tree.
They join their hands to make a ring,
  And as they dance, they merrily sing
"Twelve months we are, you see us here
  To make the circle of the year.
We dance and sing, and children, hear!
  We wish you all a glad New Year."

The condition of both wild and cultivated plants and shrubs, during the winter months, should form a basis of work and observation on the part of both teachers and pupils.

A walk through the woods, an arboretum or nursery in midwinter, will disclose many interesting and useful facts pertaining to tree and plant life.

Pussy willow, and other shrub branches, will open if placed in a bowl of water, and kept in a warm room.

Window boxes of fern should be sprinkled occasionally, and kept free from dust.

The nature study work at school should be reflected in the home of the pupil.

FEBRUARY

Pale is the February sky
  And brief the midday's sunny hours.
The wind-swept forest seems to sigh
  For the sweet time of leaves and flowers.

This month is the best for general planting of all trees, shrubs and flowers named in the bulletin.

Early in the month, not later than the 14th, a day may be set apart for an Arbor Day celebration at which a formal program should be rendered. It is important that school committeemen and patrons be urged to attend.

A part of the program is to be put on out of doors in connection with a practical demonstration of tree planting under the direction of the farm agent, nurseryman, or other trained expert.

It is necessary that all holes be dug and each tree, shrub and plant assigned to its proper place in advance. The school and group of visitors can move from place to place promptly to witness the planting and continue the program.

After the trees have been planted it is imperative that guy wires or hemp rope be used to hold the tree in upright position and to prevent being blown over by the strong March winds.

A suitable program can be adapted from the suggestions which follow below.

FEBRUARY PROGRAM

ARBOR DAY SONGS

1. America.
2. Auld Lang Syne.
3. Home Sweet Home.
4. Dixie.
5. 'Tis the Last Rose of Summer.
6. America the Beautiful.
7. State Song.

A CEREMONIAL FOR TREE-PLANTING DAY

THE HISTORY TREE

Planted by..

LEADER:

"Man counts his life by years, the oak by centuries. At one hundred years of age, the tree is but a sapling. At six hundred, the king of the greensward begins to feel the touch of time; but the decline is as slow as the growth was, and the sturdy old tree rears its proud head, and reckons centuries of old age as it reckoned centuries of youth."

—*Beecher.*

Live! Live! oh, friend, and tell to each generation your story. Take the name I give thee, and forget it not. The History Tree, planted by ....

(Name of Club)

THE STATE TREE

Planted by..

LEADER:

"To the great tree-loving fraternity we belong. We love the trees with a universal and unfeigned love, and all things that do grow under and around them."

We plant this tree, and it shall be our tree for the State of North Carolina. It shall give joy and benefits to us, and to those who come after us. In its strength and beauty it shall stand for the ideals toward which we are working.

TO THE SOLDIERS OF YESTERDAY, AND TO THEIR SONS AND DAUGHTERS

Planted by..

LEADER:

We..plant this tree for the soldiers of yesterday.

(Name of Club)

Those who have fought and won the battles of our Country in the years that have gone.

"Every mountain and hill has its treasured name, every tree shall keep its solemn title, and every valley and lake shall cherish its honored register, and until the mountains have worn away, and the trees have lived their course, till the clouds are weary of replenishing the springs, shall their names be kept fresh with reverent honors which are inscribed upon the book of National Remembrance."

—*Beecher.*

SUGGESTIONS FOR SHORT TALKS IN SCHOOL AND COMMUNITY GROUPS

1. Trees to Plant on the Farm.
2. Trees Good for the School Yard.
3. Story of Johnny Appleseed.
4. Why We Plant the Oak.
5. Historic Trees.
6. What we Do When We Plant a Tree.
7. John James Audubon: His Life, His Work.
8. The Birds and Their Homes.
9. The Bird Food and Nesting Boxes.

STORIES WHICH CAN BE USED ON ARBOR DAY PROGRAMS—INDOORS AND OUTDOORS

1. Old Pipes, the Pipes and Dryads.................*Stockton*
2. Peter Pan ....*Barrie*
3. Philemon and Baucus.................*Hawthorne*
4. Parable of the Trees.................*Bible—Judges,* 9:8-15
5. Why the Wren Flies Close to the Earth.................*Florence Holbrook*
6. Greek Myths ....*Flora Cook*
7. Johnny Appleseed.................(*Account found in Encyclopedia of American Biog. under* JOHN CHAPMAN)
8. A Thousand Year Pine.................*Enos A. Mills* ("Wild Life in the Rockies")
9. Selections from *The Girl of the Limberlost*.................*Gene Stratton-Porter*
10. The Wonderful Tree. (See page 35.)

POEMS WHICH ARE APPROPRIATE FOR ARBOR DAY

1. Tree Planting:

Dear little tree that we plant today
What will you be when you're old and gray?
The savings bank of the squirrel and mouse,
For robin and wren an apartment house;
The dressing-room of the butterflies' ball,
The locust's and katydid's concert hall;
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon
Or do your leaves whisper merrily,
"I belong to the children who planted me!"

2. The Little Red Apple Tree.................*Riley*
3. October's Bright Blue Weather.................*Jackson*
4. The Blossoms on the Trees.................*Riley*
5. A Laughing Chorus ....*Emerson*

6.	Building the Birch Canoe—"Hiawatha"	*Longfellow*
7.	Woods in Winter	*Longfellow*
8.	Among the Trees	*Bryant*
9.	Under the Willows	*Lowell*
10.	Building of the Ship	*Longfellow*
11.	Song of the Trees	*Miller*

POEMS WHICH ARE APPROPRIATE FOR BIRD-DAY

(Given here because the celebration of the two days goes so well together)

1.	The Blue Heron	*Maurice Thompson*
2.	The Sandpiper	*Celia Thaxter*
3.	To a Sea Bird	*Bret Harte*
4.	What the Birds Said	*Whittier*
5.	The Birds of Killingsworth	*Longfellow*
6.	The Water Fowl	*Bryant*

SUGGESTED OUTDOOR PLAYS WHICH COULD BE USED ON ARBOR DAY

1. The Forest Spring. From "The Silver Thread and other Folk Plays," *C. D. Mackay*, H. Holt & Co.

2. The Enchanted Garden. From "The House of the Heart," *C. D. Mackay*, H. Holt & Co.

3. Wild Animal Play. *Ernest Thompson Seton.* Doubleday, Page & Co.

4. Magic Wood. From "Little Plays for Little People." Hodder & Stoughton

5. Midsummer Night's Dream. Children's Shakespeare Stories, Ben Greet edition.

6. The Pageant of the Trees. For Tiny Tots. *William Norris.* (Found in his book of poems.)

THE WONDERFUL TREE

A Story for Arbor Day

It grew in the King's orchard, but it was very different from other trees. The court gardener did not know how it came there, for it had sprouted one Spring, from a wild root. It grew fast, and it was a Wonderful Tree. The village children, peeping through the chinks in the King's wall, had seen its wonders.

In the first place, this tree was always green, winter and summer. In the second place, it always bore fruit, big red apples in the fall, sweet nuts later, striped red and white candy sticks in the winter, and Easter eggs in the Spring. It was the tree of all the others that the birds and the squirrels liked best, full of nests and singing and scamperings and chatterings. Every villager wished that he had such a tree growing in his garden, particularly for the children. But the wonderful tree was the only one of its kind. It never sprouted.

That is, it never had a sprout until the spring when Hilda and Peter, the children who lived at the end of the lane, were so busy. Peter was getting their small kitchen garden spaded and planted, for Father had to go off in the forest every day and cut timber for the King. And Hilda was learning how to cook, for Mother was ill in bed. There was no time for play, there at the end of the lane, but Peter heard the news. A boy shouted it to him across the gate.

"The King's wonderful tree has a new green shoot," the boy said. "The King says the shoot shall be given to the village child who brings the greatest honor to the Court on a day he will appoint."

Peter ran in the cottage and repeated the news to Hilda. Then they both sighed, and Hilda wiped two tears from her cheeks with her apron. It would be delightful to have a wonderful tree, always green, always bearing fruit, in their garden, but they both knew that they had other work to do than bearing something of great honor to the King's court.

But the other village children all entered the contest for the new shoot of the fairy-like tree. They spent their nights in dreaming, and their days in planning what the King would consider their most honorable offering. And when the day of the contest arrived, it was a long procession of boys and girls, and a strange collection of things in their arms winding up the hill to the palace where the King awaited them in the council chamber.

Gilbert had his grandfather's sword, newly polished, and Jeanne carried a beautiful piece of lace she had wrought. John and Joseph led their prize milch cow, her coat soft and shining, although they had to tether her out in the King's orchard. One child had a very sweet-voiced linnet in a rush cage, another a toothsome, crusty loaf she had herself kneaded and baked, and a third carried the baby, a fine boy who would grow up to the King's honor.

These offerings were all honorable in the King's sight, and he rewarded each child, giving them gifts which were welcome, if they were not the sprout of his prized tree. Sweets, and gold lockets, and little swords, and a drum—these pleased the village children very much, but the King looked toward the village as he asked his wise man, "Are all my children here?"

The wise man knew, having known the village boys and girls from the time they were rocked in their cradles. He shook his head. "The children from the cottage at the end of the lane, Peter and Hilda, have not obeyed your command, my King. I do not see them here."

"Why have this boy and girl not come?" asked the King, his brow darkening.

The other children could tell him. "Hilda keeps the house for her mother, who is ill, and Peter tends the garden while his father works. They had nothing of great honor to bring, your Majesty," the children told the King.

But the King smiled. It was like the sun shining on the top of a mountain after a storm is past, this smile of the King. "Hilda and Peter guard my greatest honor," he said, "when they care for their father and mother. There is no need for their coming to me. I see them in their love and care which keeps them at home. Shall we not send them the shoot of our wonderful tree?"

So the tree that was always green, and always bore fruit sprouted in the garden at the end of the lane where it was a joy to the whole family. The father, sitting in its shade when his work was done, forgot his weariness. The fragrance from its boughs brought health to the mother. And for Hilda and Peter, it bore its wonderful fruit from one season to the next, apples and sweet nuts and striped red and white candy sticks, and Easter eggs.

MARCH

The stormy March has come at last
  With winds and clouds and changing skies.
I hear the rushing of the blast
  That through the wooded valley flies.

During this month especial care should be given to making outdoor flower beds and care over the planting which has been accomplished during the winter months. Gladiolus can be planted to good advantage and is desirable because it will bloom within three months and form a bright spot upon the school yard during vacation days.

The children will enjoy planting sunflower seed along a fence or border with a view to getting a pleasing and showy background for the summer time. The seeds of this gorgeous flower will attract in great numbers goldfinches, or wild canaries, as they are sometimes called.

Notice should be kept posted upon the blackboard as to the date of the first trailing arbutus and other early wild flowers. Teach children to refrain from pulling and destroying these rare wild flowers in any quantity.

APRIL

The air is soft and balmy,
  The grass is growing green,
The maple buds are swelling
  Till their slender threads are seen.
The brown brook chatters gayly
  It's rippling course along,
And hark! from distant tree-top
  I hear the bluebird's song.
—*Arnold.*

One of the most satisfactory plants for the yard is the old fashioned verbena. More of them should be used around the homes and farm steads. The pleasure of a verbena bed will give the family and passerby a thousand fold reward for the thought and labor required in the planting.

Coleus plants should be set out in window boxes and placed on the outside of the windows. Ask children to duplicate these plantings in their own homes.

MAY

Now we know that May hath come,
O'er the meadows dancing.
Robin lilts his sweetest song
Sunbeams round him glancing.

Golden sunshine, silver rain,
Each its work is doing.
Birds and bees and blossoms fair
Now the world renewing.

—*Curtis.*

This is the closing month of the school year. If each child has kept a Nature Study Progress Book; with notes, quotations, observations, and simple drawings, it will be a worth-while souvenir of school life which will give pleasure and profit for years to come.

At the close of school, all potted plants and window boxes should be taken to different homes, where they will be properly cared for during vacation.

All Commencement decorations should be taken down, removed from the building, and destroyed. After this, the building should be thoroughly swept, cleaned and securely fastened up for the summer.

VACATION THOUGHT

"Happy is the man who goes forth under the open sky, and looks on duties well performed, and days well spent."

BEAUTIFYING THE HOME

Children are wonderfully affected for good or bad by their surroundings. Oft times, the greatest influences are realized unconsciously.

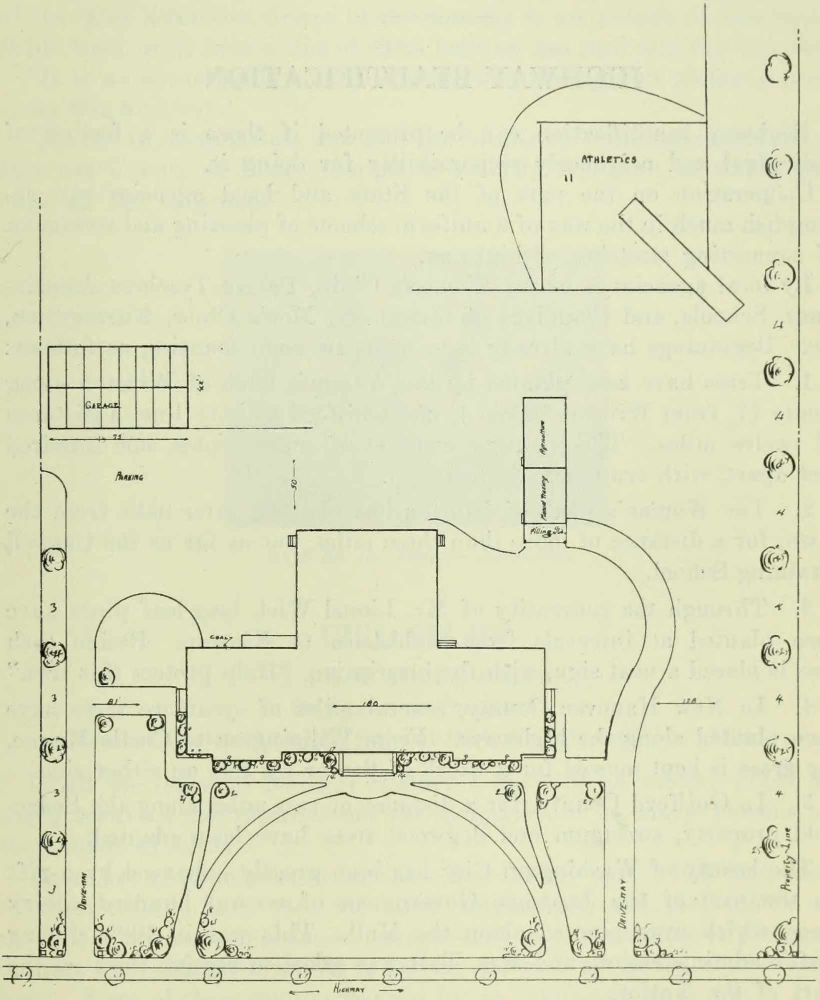
The beautifying of the interior of the home has been more in evidence, while often but little thought has been given to the exterior appearance.

Every frame home should have an underpinning, either of brick or lattice work. In either case, a simple form of foundation planting should be followed. The possibilities for artistic designing in the improvement of grounds around private homes, as well as schools, churches, and public buildings, have not been fully realized. The value of the services of a landscape architect should be recognized.

If a complete plan for the laying-off of grounds and the scheme for planting be obtained, then the work from season to season can proceed systematically and orderly.

Finally, a harmonious grouping of trees, shrubs, and plants, according to their growth, habits, and color, will be secured.

Shrubbery, properly planted and massed, will be most effective in bringing out certain features of the yard, screening unsightly buildings or objects, and breaking the severe outline of the foundation walls.


ATHLETICS
GARAGE
PARKING
Filling Sta.
COAL
Drive-way
Drive-way
Property Line
Highway

Contentnea School—Lenoir County

Trees are of value in giving an attractive appearance to the farm stead, as well as making it a more enjoyable place in which to live. In planting, care should be taken not to hide too much of the building; at the same time, one should know that a building partly hidden by foliage always invites favorable attention.

Thus the home will be improved in appearance, and greatly enhanced in value.

It is recommended that every principal secure for the school library for general use among the patrons, Farmer's Bulletin No. 1087, U. S. Dept. of Agriculture, entitled "Beautifying the Farmstead."

HIGHWAY BEAUTIFICATION

Highway beautification can be promoted if there is a feeling of individual and neighborly responsibility for doing it.

Coöperation on the part of the State and local agencies can accomplish much in the way of a uniform scheme of planting and treatment of connecting stretches of highway.

By local agencies is meant Women's Clubs, Parent-Teachers Associations, Schools, and Chambers of Commerce, Men's Clubs, Nurserymen, etc. Beginnings have already been made in some counties, as follows:

1. Trees have been planted by the Woman's Club of Winston along Route 77, from Winston-Salem to the Guilford County line, a distance of twelve miles. The planting consists of sugarmaples, one hundred feet apart, with crape myrtles between.
2. The Woman's Club of Kinston has planted water oaks from the town, for a distance of more than three miles, out as far as the Caswell Training School.
3. Through the generosity of Mr. Lionel Wiel, long-leaf pines have been planted at intervals from Goldsboro to Kinston. Beside each tree is placed a neat sign, with the inscription, "Help protect this tree."
4. In New Hanover County, several miles of sycamore trees have been planted along the highways. From Wilmington to Castle Hayne, the grass is kept mowed for a width of five or six feet on either side.
5. In Guilford County, for a distance of two miles along the Sedgefield property, sweetgum and dogwood trees have been planted.

The beauty of Washington City has been greatly enhanced by a gift on the part of the Japanese Government of several hundred cherry trees, which were planted along the Mall. This was in 1909, during Taft's administration, and Mrs. Taft was asked to receive them on the part of the Nation.

The cherry blossoms along the Potomac, in the Springtime, now after a few years, are famous the world over.

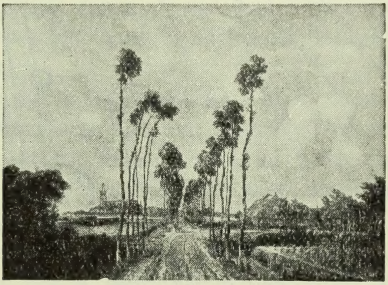
Highway patrolmen on Route 20, between Wilmington and Lake Waccamaw, have started a practice that might well be adopted as a precedent by all that have to do with the State's Highway system.

Recently, the State Forester, J. S. Holmes, drove over this section of Route 20, and afterwards wrote to W. A. McGirt, district Highway Commissioner, of Wilmington, in part as follows:

"In driving into Wilmington over Route 20 a few days ago, I could not help contrasting the wonderful road you now have with what was there five years ago; the well-shaped, grassy shoulders are a joy to behold. All that is needed to complete the scene and make this one of the most attractive drives in the country is an avenue of handsome shade trees, or at least a line of them between the road and the railroad.

"It is an encouraging sign to see two fine attempts at planting trees along this highway.

"I want to congratulate you and the people of Wilmington and New Hanover County on these attempts to beautify this road, of which you must all feel so proud."



AVENUE OF TREES—*Hobbema*

BIRD STUDY

A CHAT ABOUT BIRDS

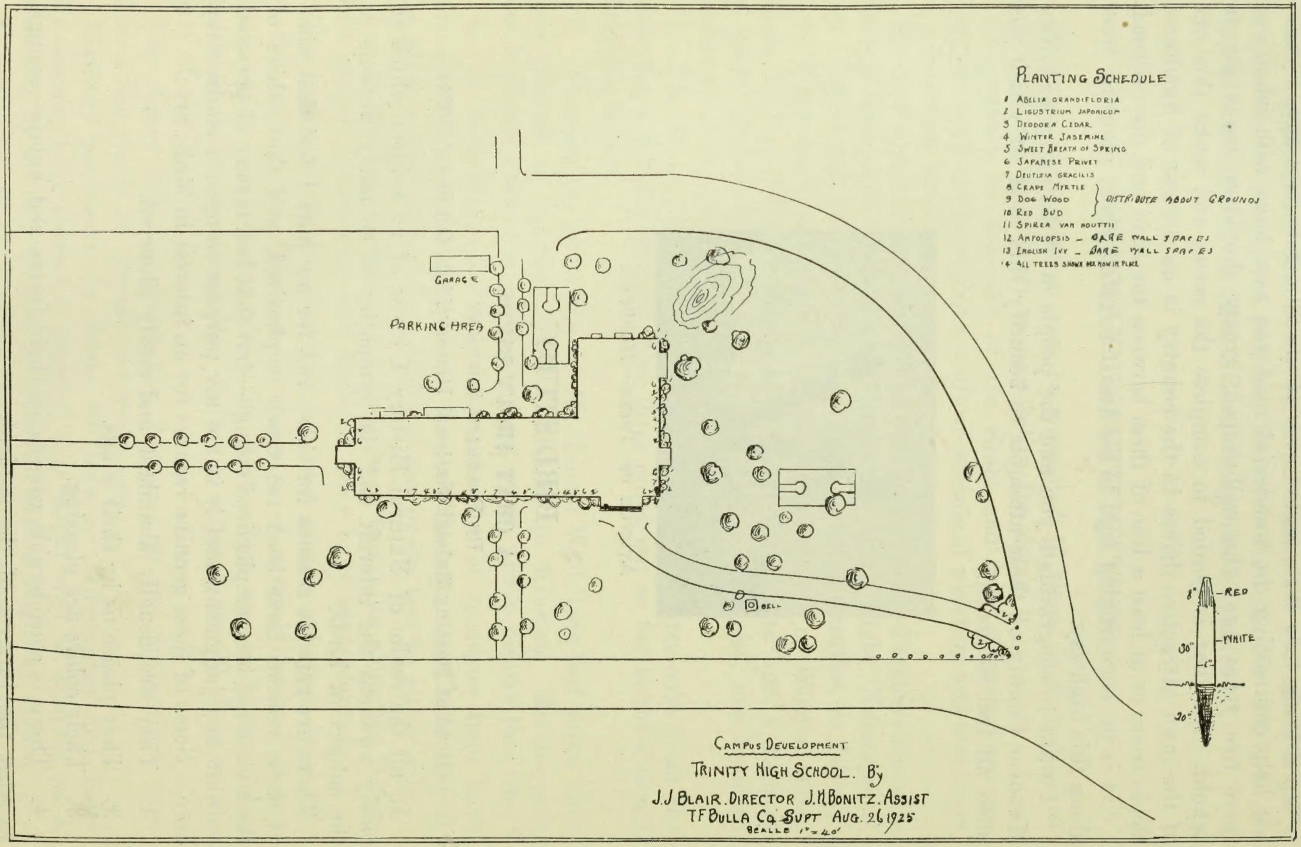
By FRANKLIN SHERMAN

(Read at Meeting Raleigh National History Club, October 7, 1924)

In all the realm of Natural History I know of no subject which so easily awakens the interest and the sympathy of so many persons as the subject of birds.

There are genuine reasons for this—and for my part I feel that some of these reasons have been too much emphasized, and that others of them have not been emphasized enough—but that is a matter of personal opinion and judgment, and it is not my purpose to open a controversy here. Some of these genuine reasons for an interest in birds, are:

1. They are usually abundant and easily observed.
2. They please us by their songs.
3. Their colors are pleasing.
4. There is considerable *variety* in their forms and habits—enough to whet the interest of the student.
5. They are of considerable economic importance.


PLANTING SCHEDULE
1 ABELIA GRANDIFLORIA
2 LIGUSTRIUM JAPONICUM
3 DEODORA CEDAR
4 WINTER JASEMINE
5 SWEET BREATH OF SPRING
6 JAPANESE PRIVET
7 DEUTIZIA GRACILIS
8 CRAPE MYRTLE
9 DOG WOOD
10 RED BUD
DISTRIBUTE ABOUT GROUNDS
11 SPIREA VAN HOUTTII
12 AMPOLOPSIS – BARE WALL SPACES
13 ENGLISH IVY – BARE WALL SPACES
14 ALL TREES SHOWN ARE NOW IN PLACE
GARAGE
PARKING AREA
BELL
8"
RED
30"
WHITE
20"
CAMPUS DEVELOPMENT
TRINITY HIGH SCHOOL. By
J.J BLAIR. DIRECTOR J.H BONITZ. ASSIST
T F BULLA Co. SUPT AUG. 26 1925
SCALE 1" = 40'

He who desires a hobby—some subject for study and thought which will give him good exercise with an interesting object to be attained—may well consider birds.

Of course, the person who is keen-eyed, keen-eared, keen-witted, studious, able-bodied, young, and vigorous, has the opportunity to make more rapid progress, and hence may go further in the matter of bird-observations, than one who is in any way deficient in these qualities; but one of its very attractions is that an aged or infirm person who is confined to his house and porch *may* (if he have the diligence) acquire a considerable knowledge of birds—and a deaf man may see their colors; and a blind man may hear their songs. Children, once awakened and stimulated on the subject, may learn much, particularly after they have reached their teens; while some of our best bird-observers are women. It is therefore a hobby which may be followed virtually without distinctions as to age or sex.

I wish that we had twice the number of bird-observers that we have; twice the number of persons who can identify our common birds, and who know something of the classification of birds into their *families.*

It is entirely beyond my reach in the short space at my disposal in this part-time paper, to go into the identification of birds. Rather I propose to attempt merely to meet (and I hope successfully answer) some of the obstacles which would-be bird-students are likely to fear, and will try to show how much is available to overcome the difficulties. In short, I wish to express my conviction that it is *pleasantly easy* to acquire an accurate knowledge of birds far beyond that of the average intelligent and well-read person.

If you have not any *interest* in the subject then I do not wish to force you into the making of observations—I am assuming that you have a *desire* to know birds. Likewise, if you have no inclination whatever to study, to read, or to refer to books, then your progress would be meager and probably crude; you would be subject to numerous errors—here again I am assuming that you are *willing* to devote some *study* to it. Provided that you have these two things, i.e. first, an *interest* in the subject, and second, the *willingness to study;* with these two elements provided, I believe that such questions as time, expense, etc., can be easily overcome.

"I HAVEN'T THE TIME TO DEVOTE TO IT."

The most favorable season for observing birds in this locality is from about March 1st to June 1st, a period of three months. This period covers the great northward spring migration when the birds are in their brightest plumage, in full song, when there are yet no confusingly-colored young (or moulting adults) to confuse the observer. It is the one best season when an observer at Raleigh may learn the most about birds in the shortest time.

During that season the best *hours* for observing birds are from about 5 a.m. to 9 a.m. Certainly the majority of us do comparatively little work at our *vocations* before 7 or 8 a.m. I surmise that if we have that *interest* and *willingness* which I have assumed, during the three months of March, April and May we might at least devote two early-morning hours, at least twice a week to bird-observations. Suppose we could, and would, set aside the hours 5 a.m. to 7 a.m., two hours) on Tuesday and Friday, for bird-observations. We might miss it sometimes, but sometimes we might do it on three days in the week, or even four. Yea, verily, I wouldn't be surprised if there is some enthusiastic person now in this audience, who, once awakened on this subject, might creep out in the early dawn five mornings per week, or even six, or even on the sacred seventh (and feel no guilt in doing so) and have his wife scolding him because he came home so late for breakfast every morning. But this might be over-indulgence in bird-study. The point I am making is that there is many a person who might easily and without sacrifice devote four early-morning hours per week to bird-study during the spring season. And I wish to state most emphatically that if he has the interest in the subject, he would find them to be delightful hours, yielding a high profit—not in money, but in mental satisfaction, in the pure joy of life and of having a look-in on Nature as she is.

And there are those in this gathering who can testify that tremendous progress can be made, even in one's first beginning season, by devoting four hours per week to it during the spring season, or even two hours, or even only one hour per week, especially if it be an early-morning hour.

And where? In the spring season a considerable number of birds which are usually scarce or absent, may be seen in the shade-trees along our streets, in the Capitol Square, or in our other parks. I happen to have a record of having observed (and identified) 22 species of birds in Oakwood Cemetery between 6 a.m. and 7:30 a.m. on the 5th of April, 1909. There was nothing rare or startling in the list, but it included such pleasing friends as WHITE-THROAT SPARROW, SONG SPARROW, PURPLE FINCH, GOLDFINCH, WHITE-EYE VIREO, MYRTLE WARBLER, MARYLAND YELLOW-THROAT, MOCKINGBIRD, BROWN THRASHER, BLUE-GRAY GNATCATCHER, and others. The campus of Peace Institute or St. Mary's must have many birds at that season, but if you prowl thereabouts in early morning I suggest that you heed Jeff's plea to "use discretion" and keep your vision toward the trees—preferably with your back turned toward the school-building. The campus of State College is also good bird-ground. Many of my observations of the past season were in the woods and along the little streamlets about the Methodist Orphanage. To get farther out, catch the earliest car to Country Club, sweep the pond and its banks with your field-glass, then go over the hill through what was once an amusement park, and walk leisurely up Crabtree Creek—you may proceed as far as Edwards Mill if you wish, and then tramp back by the road.

A somewhat longer tramp is to go to State College, through Pullen Park, to Catholic Orphanage, thence across to Lake Raleigh, where you may find water and shore birds which you might not see otherwise—you are the more likely to see them if you skirt up the lake on this (north) side, cross at its head and go down it on the south side, thence return. Aside from water and shore birds, it was on this circuit that I this year made my only records of Kentucky Warbler and Worm-eating Warbler.

A yet more ambitious tramp is to go down Walnut Creek to Neuse River, hence back along the road, or the reverse.

These longer tramps may require a half-day, or even longer if you can find the time. But the point which I especially wish to emphasize is that a very large part of the bird-population of Raleigh and vicinity may be observed by relatively short two-or-three-hour tramps which are entirely practicable to an able-bodied person, and the very best hours for the observations are hours which are not usually occupied by our businesses—we may be accustomed to devote them to sleep or to home-duties, but much may be accomplished by these tramps being made only once or twice a week.

And right here I wish to say a word as to the pure soul-peace and the even spiritual delight of taking an early morning tramp in the spring. You may get beyond the noise and the dust—on foot you may even get beyond the smell of gasoline, and you may even get beyond the chatter of the English Sparrow. And scarcely does dawn begin to break than the birds begin to open their morning chorus. It takes the language of a poet or at least a master of language, to give a word picture of the dew-drops glistening at the tips of the pine-needles, the film of night-mist as it rises along the creek, pierced by the first warm rays of the sun; and each minute or two a bird which you have not yet listed for that morning flashes into view or releases its song.

In early March it does not get light until about 6 a.m., and, too, at that time comparatively few of our summer birds have arrived; but those birds which are here are getting in tune. On the 6th day of last March I walked out to Country Club end of car-line ahead of the first car, arriving about 5:45 a.m., while it was yet scarcely dawn. I had gone extra early in order to list the birds in the order in which *they* should awake to song and activity. I quote from my notes of that morning—the list for *one hour* 6 a.m. to 7 a.m., March 6, 1924:

No bird-notes audible at 5:55 a.m. nor from then until 6:02 when heard twittering at a distance; at 6:06 heard chirps along the little creek (below Country Club Lake) but nothing *identifiable;* at 6:13 CARDINAL broke the silence; 6:15 CROWS began cawing; 6:16 CAROLINA WREN woke up; 6:17 MOURNING DOVE began to "coo" and almost same instant WHITE-THROATED SPARROW sang faintly; at 6:20 TUFTED TIT whistled; at 6:28 ENGLISH SPARROWS began to chatter and ROBIN was heard calling; and at about 6:45 I saw several JUNCOS and heard fragments of song of SONG SPARROW.

There were only ten on the list (one hour in early March remember) but note that ENGLISH SPARROW was not the earliest riser, and was not the only one to make his presence known.

A little later in the season more species of birds are present. On Sunday, March 16—certainly it was a short walk—I listed 15 species; on Sunday, March 23, 20 species; the very next day (Monday, March 24) on a longer walk, part of which was with Mr. Snyder, I listed 31 species. On March 27, in an hour and a half (6 to 7:30 a.m.) I listed 30 species on a tramp to Hayes-Barton, Methodist Orphanage and vicinity. On March 30, in a half-day tramp with my son, 44 species, eleven of which were new to my list for the year. On April 19, from 6 to 8:30 a.m., 43 species were listed, of which two were new to my list for the year. On April 29, in one hour (6:30 to 7:30 a.m.) listed 28 species, none of which were new for the season, but including such as TOWHEE, SUMMER TANAGER, HOODED WARBLER, HOUSE WREN, and WOOD THRUSH. On May 4, from 6 to 7:30 a.m., I listed upwards of 40 species, and that *evening* I loitered in the woods up Crabtree Creek from Lassiter's Mill from 5:30 to 7:30 p.m. for the specific purpose of listing WHIPPOORWILL which I had not yet heard, and which obligingly tuned up at 7:30 p.m. Other birds which I added to my list on that date were ACADIAN FLYCATCHER and BLACK-POLL WARBLER. On May 13, from 6 to 7:30 a.m., 38 species were listed, the new ones being MAGNOLIA WARBLER (which gave me one of the thrills of my life) and OLIVE-BACKED THRUSH.

I have not mentioned occasions upon which the greatest numbers were seen, for they were usually tramps of several hours, a half-day or longer—and what I am after here is to show what may be found in short early-morning tramps. I should estimate that fully 75 per cent of the birds on my lists for this year have been observed within five miles of where we now sit and before the hour of 8 a.m.

"BUT IT MUST BE COSTLY—THE BOOKS, GLASSES AND ALL."

Not so very. I hold in my hands all the special material equipment that is needed to give one a wonderfully good start in his studies of birds: indeed this equipment is fairly complete. It consists of—

1. *Chapman's Handbook.* This costs about $4. Every bird-observer needs it. I think it is fair to say that it is the most complete and usable single volume on the subject—our own "Birds of North Carolina" does not attempt to cover the same facts in the same manner—there is no competition between the two.

2. *Field-glasses.* These are supposed to be quite good; they cost about $19.50, but cheaper ones will do very well. And one may learn much without glasses at all.

3. *A Record-book.* May be had for a dollar or so. It should be strongly bound and strongly sewed if it is to serve for many years as this has done—the pages of this book have been thumbed many hundreds of times. This is to be kept at home for final entries.

The rest of the equipment is nothing more than a lead-pencil and a scrap of paper for listing the birds as you recognize them in the field; and perhaps pen, ink and larger sheets for permanent lists apart from the record-book.

I think that the equipment that is oftenest lacking with would-be bird-students is without cost—it is purely mental—it is that *persistent interest* in the subject which will lead one to pore over the Hand-book (or to pester his better posted friends) in the determined effort to *know the birds*, to ferret out the exact and certain identity of species which puzzle him. A beginner cannot master it all in one year, perhaps not in five; but in only a few months (four hours a week or less) one can get a reasonably accurate acquaintance with a large portion of our bird-life, and the puzzles add zest to every tramp he takes.

While a few of my entire bird-lists for this year were observed at other localities, by far the majority have been observed in this vicinity. Beginning in February my list grew as follows:

At end of February had listed 31 species.

At end of March had listed 60 species.

On April 15th had listed 79 species.

At end of April had listed 104 species.

On May 15th had listed 116 species; few were now to be added and my tramps were fewer.

At end of May had listed 117 species.

At end of June, as result of Raleigh observations and a trip to our mountains, the list grew to 125 species.

At end of July (a trip east in meantime) 128 species.

At Raleigh on August 29 I observed YELLOW-BILL CUCKOO, which had doubtless been present since early May, but which I had not before recognized; this brought my total list for the year to 129 species where it stands at present (October 7, 1924). It is admittedly considerably the largest list of birds that I have ever identified in one year.

BIRD DAY

TYPICAL PROGRAM

Opening Song—America.
Reading—Story of life of John James Audubon, or John Burroughs.
Talk—Story by Scout-master Pertaining to Wild Life and Necessity for Conservation.
Contest—Pupils name Birds from Pictures Displayed on the Wall.
Paper—Value of Birds to Agriculture.
Bird Box Exhibition—Award prizes for Best Box Entered.
A Chat About Birds—This Bulletin.
The Mocking Bird—Different Poets' Conceptions.
Recitation by the School—Lines to a Water-fowl.

POEMS ABOUT BIRDS

THE MOCKING BIRD

The name thou wearest dost thee grievous wrong.
No mimic thou; that voice is thine alone!
The poets sing but strains of Shakespeare's song,
The birds, but notes of thine imperial own.

—*Stockard.*

THE MOCKING BIRD

From the vale, what music ringing
Fills the bosom of the night!
On the sense, entrancèd, flinging
Spells of witch'ry and delight.
O'er magnolia, lime, and cedar
From your locust-top it swells,
Like the chant of serenader
Or the rhyme of silver bells!
Listen, dearest, listen to it!
Sweeter sounds were never heard!
'Tis the song of that wild poet,
Mime and minstrel, Mocking-bird!

—*Meek.*

THE MOCKING BIRD

Oh, all day long, they flood with song
The forest shades, the fields of light;
Heaven's heart is stilled, and strangely thrilled
By ecstasies of lyric might;
From flower-crowned nooks of splendid dyes
Lone dwells a shadowy quiet girds
Far echoes wakening, gently rise
And o'er the woodland track send back
Soft answers to the Mocking-bird.

The winds, in awe, no gustly flaw
  Dare breathe in rythmic Beauty's face;
Nearer the pale-gold cloudlets draw
  Above a charmed, melodious place.
Entrancèd Nature, listening, knows
  No music set to mortal words
Can vie with these deep harmonies
  Poured from the Minstrel Mocking-bird.

—*Hayne.*

BIRDS OF KILLINGSWORTH

Do you ne'er think what wondrous beings these?
  Do you ne'er think who made them, and who taught
The dialect they speak, where melodies
  Alone are the interpreters of thought?
Whose household words are songs in many keys,
  Sweeter than instruments of man e'er caught?
Whose habitations in the tree-tops even
  Are half-way houses on the road to heaven.

. . . .

And when you think of this, remember, too
  'Tis always morning somewhere,
And above the awakening continents, from shore to shore
  Somewhere the birds are singing evermore.

—*Longfellow.*

On the occasion of a visit of the late William Jennings Bryan to Wrightsville Beach he witnessed, in the red glow of the sunset, a flock of wild geese, flying in V-formation towards the South. This recalled to him Bryant's lines "To a Waterfowl," which, with hat removed and with appropriate gesture, he impressively recited. This, said he, is one of the finest of the shorter poems in the English language. He though that the verse beginning

He who from zone to zone,
Guides through the boundless sky thy certain flight

was the most inspiring and beautiful stanza of poetry ever written.

LINES TO A WATER-FOWL

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
  Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
  Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
  On the chafed ocean side?

There is a Power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—
  Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold thin atmosphere
Yet stoop not, weary, to the welcome land,
  Though the dark night is near.

And soon that toil shall end;
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend
  Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply hath sunk the lesson thou hast given,
  And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
  Will lead my steps aright.

—*William Cullen Bryant.*

BOOKS FOR THE LIBRARY

(With sources of information)

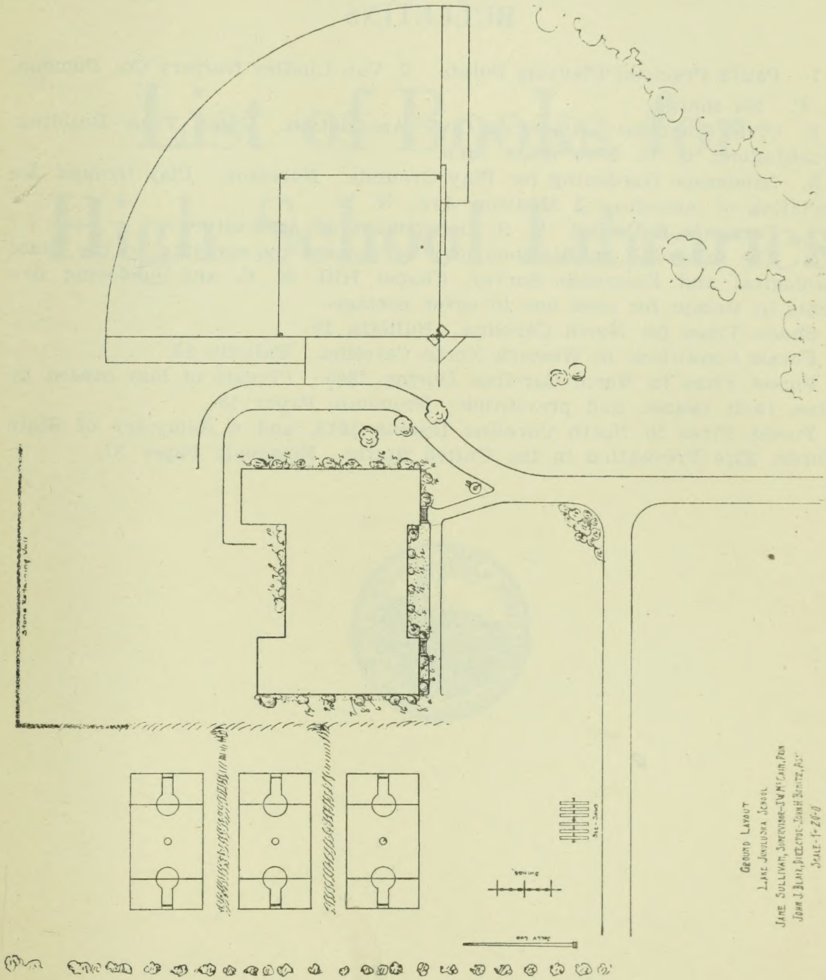
1. Practical Gardening. *L. H. Bailey.* Macmillan Co., N. Y.
2. Design and Improvement of School Grounds. *Dr. W. C. Coker*, Chapel Hill, N. C.
3. Pieces for Every Day. *Denny and Bemis.* Noble and Noble, 76-5th Ave., N. Y.
4. Some Birds, Game, and Fish of Alabama. *I. T. Quinn*, Montgomery, Ala.
5. Stories of Bird Life. *Gilbert Pearson.* B. F. Johnson and Co., Richmond, Va.
6. Trees of North Carolina. *W. C. Coker*, Chapel Hill, N. C.
7. Primer of Forestry. *Pinchot.* Bulletin No. 24. U. S. Dept. of Agriculture.
8. Fieldbook of American Wild Flowers. *F. Schuyler Mathews.* G. P. Putnam's Sons, New York.
9. The Wonderful Tree, and other Golden Day Stories. Price $1.25. Alfred Whitman Co., Chicago.
10. In the Open Air. Price, $1.20. *Darland.* McIndoo Publishing Co., Kansas City, Mo.
11. The Care of Trees in Lawn, Street, and Park. *B. E. Fernow.* New York. Holt. $2.00.
12. Practical Forestry for Beginners in Forestry, Agricultural Students, and Woodland Owners. *J. C. Gifford.* New York, 1902. Appleton. $1.20.
13. Our National Parks. *John Muir.* Houghton. $1.75.
14. Fight for Conservation. New York. Doubleday. $0.75.
15. Ornamental Shrubs of the United States. *Apgar.* New York. American Book Co. $1.50.
16. How to Make School Gardens. New York. Doubleday Page. $1.00.

17. American Forestry. American Forestry Association. Washington, D. C. $3.00.

18. Massey's Garden Book for the Southern States. Progressive Farmer Co. Raleigh, N. C.

19. Plants and Their Children. *Dana.* American Book Co., N. Y.

20. Birds and Their Nestlings. American Book Co., N. Y.


Stone Retaining Wall
See-Saws
Swings
Jolly Log
GROUND LAYOUT
LAKE JUNALUSKA SCHOOL
JANE SULLIVAN, SUPERVISOR—J W MᶜCAIN, PRIN
JOHN J BLAIR, DIRECTOR-JOHN H BONITZ, ASS'T
SCALE-1"=20'-0"

21. Birds of the United States. *Apgar.* American Book Co., N. Y.

22. Birds through the Year. *Gilmore.* American Book Co., N. Y.

23. Ten Common Trees. *Stokes.* American Book Co., N. Y.

24. Story of the Forest. *Dorrance.* American Book Co., N. Y.

BULLETINS

1. Paul's Practical Planting Points. J. Van Lindley Nursery Co., Pomona, N. C. No charge.

2. Civic Comment. American Civic Association. Union Trust Building, Washington, D. C. Five cents each.

3. Landscape Gardening for Play Grounds. *Robinson.* Play Ground Association of America. 1 Madison Ave., N. Y.

4. Farmer's Bulletins. U. S. Department of Agriculture.

5. The following publications may be secured by applying to the State Geological and Economic Survey, Chapel Hill, N. C. and enclosing five cents in stamps for each one to cover postage.

Shade Trees for North Carolina. Bulletin 16.

Forest Conditions in Western North Carolina. Bulletin 23.

Forest Fires in North Carolina During 1909. (Treats of loss caused by fires, their causes, and prevention) Economic Paper 19.

Forest Fires in North Carolina During 1913, and a Summary of State Forest Fire Prevention in the United States. Economic Paper 37.

Educational Publication No. 96 Division of Supervision No. 22

List of Books for High School Libraries

PUBLISHED BY
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

This bulletin was prepared by and under the direction of Dr. J. Henry Highsmith, inspector of high schools. It is intended to serve as a guide to high school principals and other high school officials in the selection of library books and in the general management of the high school library.

The wise selection of the proper book to go into the library is one of the most important duties of the principal. Every effort has been made to bring the materials and plans presented here into line with the best thought on these matters.

The decided trend in the development of modern high schools is to bring the library more and more into the center of things. Unless the library is kept up-to-date and on a high level of efficiency, the school will shortly begin to show, in many definite ways, indubitable signs of deterioration.

The library will not run of its own momentum. It requires keen insight and intelligent attention. Librarians have, in recent years, developed a scientific technique in library management. It is as dependent on specific skills and knowledge as classroom instruction itself. The library should not be relegated to the background. Its influence should be extended by every justifiable means.

The high school management should not be content merely to meet the requirements for standardization. No month should pass without the addition of new and appropriate material until the library is many times as large as the minimum specifications.

Much has recently been said about the number of readers in the State. If we continue to turn out high school graduates who do not have the widest acquaintance with the world of books, the conditions complained of will not be remedied as rapidly as we might wish.

It is hoped that this little document will be found serviceable to all high school officials in their efforts to build up a larger and more serviceable library. It is hereby heartily commended to all people in North Carolina who are interested in increasing the efficiency of high school instruction.

A. T. Allen

State Superintendent Public Instruction.

JANUARY, 1926.

CONTENTS

Page

Introduction 3

Preface 7

Some Suggestions About Library Organization 9

Directory of Publishers 12

General Reference Books 15

Encyclopedias, Dictionaries, Annuals, etc. 15

Periodicals 17

Journalism 18

Conduct of Life; Ethics 18

Mythology 19

Government 20

Economics 21

Vocational Guidance 22

Colleges and Universities 22

Commerce, Commercial Geography 23

Folk Lore; Legends 23

Philology 23

General Science 24

Astronomy 24

Physics 25

Chemistry 25

Geology and Physical Geography 25

Biology 26

Botany 26

Zoology; Stories of Animal Life 26

Physiology—Hygiene 27

Engineering; Inventions 28

Farm Management 29

Soils and Crops 29

Horticulture and Vegetable Gardening 29

Animal Husbandry 29

Food, Nutrition and Serving 30

House Planning and Furnishing 30

Clothing and Textiles 31

Home Management 31

Care of the Sick Child 32

Business 32

Transportation 32

Manual Training and Shop Work 32

Farm Shop 33

Fine Arts 33

Gardening 33

Drawing 34

Photography 34

Music 34

Amusements, Sports 34

Page
Literature 35
Literature, Study and Teaching 35
English Language. Rhetoric 35
Debating; Public Speaking 35
Collections for Reading and Speaking 37
American and English Literature; History 37
American and English Poetry 38
American and English Poetry Collections 39
American and English Drama 40
American and English Drama; Collections 41
American and English Essays 41
American and English Essays; Collections 41
Shakespeare 42
Italian Language and Literature 42
Latin and Greek Language and Literature 42
History—General Works 42
Travel and Adventure 42
Travel—
- England 43
- Austria and Germany 43
- France 43
- Italy 43
- Spain 43
- Russia 44
- Scandinavia 44
- Netherlands 44
- Belgium 44
- China 44
- Japan 44
- India 44
- Turkey 45
- Africa 45
- Canada 45
- Mexico 45
- West Indies 45
- United States 45
- Alaska 46
- South America 46
- Panama 46
- Philippines 46
- Oceanica-Polar Regions 47

Biography—Collective 47
Biography—Individual 48
Flags 51
Ancient History 51
General European History 52
World War History and Personal Accounts 52

Page

History—

- Ireland and Scotland 53
- England 53
- Germany 53
- Poland 54
- France 54
- Spain 54
- Scandinavia 54
- Holland 54
- The Balkans 54
- Belgium 54
- Asia and Africa 54
- Indian Life and History 55
- Canada 55
- Mexico and Panama 55
- United States 55

American History—

- Discovery 56
- Colonial Period 56
- Revolution 56
- Constitution to Civil War 56
- Civil War 56
- Recent History 57
- North Carolina 57
- The West 57
- South America—Philippines 57

Fiction 58
Poetry 74
Short Stories—Collections 74
Anthologies 75
Books by and About Negroes 79

PREFACE

The high school library bulletin has been revised in response to the requests received for a list of books suitable for high school libraries. Interest in this matter was stimulated by the requirement of a library in standard schools. A standard school Group I should have a library of 500 volumes, and a school of Group II, 300 volumes; Group I-AA schools must have 1,000 volumes.

This requirement of a library in each school was made because the kind of work that should be done in a high school is not possible without an adequate library. An adequate library means, of course, that there should be a room, properly equipped, set apart for the library. When properly used, a library becomes a most helpful agency in the work of the school.

Not all of the books suggested in this list should be ordered by each school, but selections should be made and the following distribution is suggested:

1. All of the reference books and periodicals suggested, including an Encyclopedia.
2. Fifty volumes of standard fiction.
3. Fifty volumes of standard literature, in the form of essays, orations, addresses, short stories and dramas.
4. At least ten of the books suggested on Agriculture and Home Economics.
5. Twenty-five books on Geography and Travel.
6. Seventy-five volumes of History and Biography.
7. Good editions of at least twenty-five of the leading British and American poets.

In meeting the requirements each of the reference books may be counted as one volume in the 300 books required for standard schools.

The high school library should be a growing library. At least fifty cents per pupil a year should be used for additional books. It will be necessary to make these additions from time to time in order that fresh material may be added and the interest of the students thereby sustained.

As already indicated, books should be ordered to cover the various subjects taught in the high school. The needs of a particular school will determine the choice of books within the range already suggested. In selecting the books the purpose of a library should be kept in mind. Library books are to be used. The hope is that each student will cultivate a taste for good literature. This is certainly one of the functions of a high school library. Then again it should afford students an opportunity to get information, for the next best thing to knowing a fact is to know where to find it.

The prices of books in the list are, of course, not guaranteed. It would be well to submit to the publishers a list of books under consideration and secure prices and terms. Also, it is suggested that it might be advisable to order books from some reliable general dealer in books, such as Baker-Taylor Company, New York; John Wanamaker, Philadelphia; Southern School Book Depository, Atlanta. Ordering from such a dealer will facilitate matters when books of several publishers are ordered. Several dealers should be consulted and the books ordered from the dealer offering the best prices.

It is not possible to give here complete directions for handling the work of a high school library. If a librarian cannot be employed the library should be put in charge of a teacher who has had some training in library work, and this teacher should be relieved of a part of her teaching work in order to be able to conduct the affairs of the library. For instructions as to library methods and conduct, write to Mrs. Lillian Grigg, Secretary North Carolina Library Commission, Raleigh, N. C.

J. Henry Highsmith

State High School Supervisor.

SOME SUGGESTIONS ABOUT LIBRARY ORGANIZATION

THE ROOM AND ITS APPOINTMENTS

The library reading-room must be centrally located, well lighted, and ventilated, and planned appropriately with reference to general reading, reference, and supplementary study. It should be a place of refinement, comfort, and inspiration. The room in all its appointments should be a place essentially attractive to high-school students and should be made as free of access to them as is possible.

SEATING CAPACITY AND AREA

The reading-room should be provided with facilities to accommodate at one full period readers numbering from 5 per cent to 10 per cent of the total daily attendance of the school. In high schools enrolling 500 pupils the reading-room should have a seating capacity of from 40 to 50; and those enrolling 1,000 should have a seating capacity of from 75 to 100. An area of at least 25 square feet per reader is required for complete accommodations and service. The minimum seating capacity in the small high school should be that of an average classroom.

Tables 3 by 5 feet, 30 inches high and seating 6 persons are the standard size recommended. The width of the room should be ample to accommodate from 2 to 3 rows of tables placed with sides parallel to the short walls of the room if the room is rectangular in form. The rows of tables should be so placed that the fewest possible readers have to face the windows. A space of 5 feet should be allowed between the rows of tables and between the tables and the adjacent walls. Two rows of tables should be provided in small high schools and 3 rows in large schools.

INDISPENSABLE EQUIPMENT

a. Built-in furniture: Low, open wall shelving to accommodate about eight volumes to the running foot.

The shelving should be placed against the wall spaces of the room. The cases should be made with adjustable shelves, should not be over seven feet high, and should accommodate six or seven shelves.

Wooden shelving is preferable to metal. Adjustable wooden shelving of standard make purchased from a library supply house is most desirable and economy in the long run. It should by all means be purchased if funds permit. In no case buy metal shelving. If funds are limited very satisfactory shelving can be made locally. Careful instruction should be given to the carpenter, as to details of depth of shelf, upright between sections and cornices. Uprights, base and top should be finished flush, with no projections on front edges on which books may catch. Uprights between shelves should be solid. Avoid an elaborate cornice; it should be plain.

Standard specifications for fixed shelves:
Height, not over 7 feet.
Space between uprights, 3 feet.
Space between shelves, 10 inches in the clear.

Space at bottom shelf, 12 to 14 inches in the clear.

Base, 4 to 6 inches.

Cornice, 2 to 5 inches.

When possible shelves should be made adjustable. The best shelf supports are good sized threaded metal pins, fitting into holes in the upright. Where shelves are adjustable the standard height is 6 feet 10 inches.

The current periodicals should be laid on their sides on the shelves in one section devoted to periodical literature, or a few pigeonholes should be made for them. These should be 12 inches high, 10 inches wide, and 12 inches deep for the average sized periodical. A few larger ones should be made for folios like the Scientific American. Better still, these spaces should be reserved for files of back numbers and for a rack simply constructed to hold current magazines in a vertical position for display. This should be placed on a side wall of the library. If the school has sufficient funds, a standard periodical case for the better display of periodicals should be purchased.

b. Books.

c. Furniture: Reading tables, each to accommodate not more than six or eight readers; comfortable chairs, charging desk and card-catalog case.

d. Woodwork and walls: Dark colors should be avoided. Light oak is excellent for woodwork and equipment, and it should have a dull finish. Ceilings may be cream or ivory white, the walls light buff.

e. Apparatus: Blank catalog cards, guide cards, bookcases, book pockets, dating slips with dater, library stamp, book supports, shelf-markers.

SELECTION AND CARE OF BOOKS

The selection of books should be made with reference to:

1. Educational guidance and local industrial, commercial and community interests.
2. Laboratory and classroom needs.
3. The general recreational and cultural needs of the students.

All books should be classified, shelf-listed, catalogued, and kept in good repair and in fit condition for ready use.

Book selection should be made by the librarian with the approval of the principal, and must be based upon (1) recommendations by heads of departments and teachers, and (2) the general cultural needs of the students.

The library should be provided with the best reference books and with literature that has a natural human appeal to young people. There should be very few books of criticism, a generous proportion of finely illustrated editions of standard books, popular scientific books, special reference books on methods of teaching, pictures appropriate for illustrative purposes, novels, short stories, books of travel, biography, modern drama, modern poetry, weekly and monthly magazines and newspapers. *Subscription books should be avoided,* with certain exceptions known to trained librarians.

An authority comments on this subject as follows:

"Indiscriminate purchase of books is a wasteful practice. Books sold through agents, usually comprising complete works of authors, and subscription books, are the most expensive and least useful that can be bought. Such sets are made to sell and are rarely adapted to library use, material varies in value and often duplicates books already in the collection. Except for the standard encyclopedias on this list do not purchase books through agents.

"It should be a positive rule never to buy from an agent without first getting from the Supervisor of High Schools, or the Library Commission, the collective judgment of experts from all over the country. Practically all books sold by agents may be obtained at greatly reduced prices from a reliable dealer.

"No book should be bought for any school library without the definite idea in mind that it will be of immediate use in connection with some study.

"On the increased use of books and improvement in the quality of reading, the whole success of the library as a part of the educational work of the school, depends."

Books that are out of date or seldom used should not be allowed to occupy valuable shelf space but should be stored where accessible, or should be otherwise disposed of.

Do not clog your library shelves with old textbooks. If they must be kept in the library they should be shelved separately and not counted as a part of the regular collection.

Books greatly in demand should be supplied in duplicate to meet the demand not only adequately but generously.

Housing and equipment. The library in a standard school must have a separate room, at least a room of regular class-room size, fitted up for library purposes.

Note: The suggestions given above were taken largely from "Standard Library Organization and Equipment for Secondary Schools of Different Sizes," published by the American Library Association, or were made by Miss Mary Flournoy, of the State Library Commission, Raleigh.

The following books are suggested as being helpful in organizing and conducting a high school library:

A. L. A. Booklist books (Annual). A. L. A. 1923 compilation. $0.40.

A selection of two or three hundred outstanding books noted during the year in the booklist.

Certain, C. C., ed. Standard Library Organization and Equipment for Secondary Schools (Paper). A. L. A. $0.40.

Practical constructive program for developing the high school library.

Eaton, A. T. School Library Service. A. L. A. $0.35.

A good little manual on the work of a school library.

Dewey, Melvil. Abridged Decimal Classification. Forest Press, Lake Placid, N. Y. $2.00.

Rice, O. S. Lessons on the use of books and libraries. Rand. $1.00.

Van Cleve, Jessie Gay. Compiler. Books for the high school library. A. L. A. 1924. $1.75.

Wilson, Martha. School library management. Wilson. $1.25.

Perhaps the best, most practical book available.

DIRECTORY OF PUBLISHERS

Abingdon. Abingdon Press, 150 Fifth Ave., New York.

Allyn. Allyn & Bacon, Boston; Atlanta, Ga.

American. American Book Company, 100 Washington Square, New York.

Americana. Encyclopedia Americana Corporation, New York.

Am. Baptist. American Baptist Publishing Society, 1701 Chestnut St., Philadelphia.

Amer. Educ. Press. American Education Press, 50 S. 3rd St., Columbus, Ohio.

Am. Poultry Ass'n. American Poultry Association, Morgan Park, Ill.

Am. School Home Econ. American School Home Economics, Drexel and 58th St., Chicago, Ill.

Am. Unitarian Ass'n. American Unitarian Association, 25 Beacon St., Boston.

Am. Viewpoint. American Viewpoint Society, 61 W. 48th St., New York.

Appleton. D. Appleton & Co., 29 W. 32nd St., New York.

Association Press. Young Men's Christian Association Press, New York.

Atlantic. Atlantic Monthly Press, 208-218 Sumner St., Boston.

Baker. Walter H. Baker & Co., 5 Hamilton Place, Boston.

Barnes. A. S. Barnes & Co., New York.

Barse. Barse & Hopkins, 23 E. 26th St., New York.

Better Homes. Better Homes & Gardens Magazine Co., Des Moines, Iowa.

Blakiston. P. Blakiston Sons, 1012 Walnut St., Philadelphia.

Bobbs. Bobbs-Merrill Co., Indianapolis, Ind.

Boni. Boni & Liveright, 61 W. 48th St., New York.

Bradley. Milton Bradley, Springfield, Mass.

Bruce. Bruce Publishing Co., Milwaukee, Wis.

Burt. A. L. Burt Co., 114 E. 23rd St., New York.

Cassell. Cassell & Co., 43 E. 19th St., New York.

Century. Century Co., 353 Fourth Ave., New York.

Child Health. Child Health Magazine Co., 370 Seventh Ave., New York.

Children's Foundation. Children's Foundation, Valparaiso, Ind.

Conde. Conde, Nast & Co., 19 W. 44th St., New York.

Cosmopolitan. International Magazine Co., 119 W. 40th St., New York.

Cram. George F. Cram Co., 111 N. Market St., Chicago.

Crowell. T. Y. Crowell & Co., 426 W. Broadway, New York.

Cupples. Cupples & Leon, 443-449 Fourth Ave., New York.

Curtis. Curtis Publishing Co., Independence Square, Philadelphia.

De Groat. De Groat Publishing Co., Buffalo, N. Y.

Ditson. Oliver Ditson Co., 178 Tremont St., Boston.

Dodd. Dodd-Mead Company, New York.

Doran. G. H. Doran Co., 244 Madison Ave., New York.

Doubleday. Doubleday, Page & Co., Garden City, N. Y.

Drake. F. J. Drake & Co., Chicago.

Driggs. William Driggs & Co., Toronto, Can.

Drummond. Albert Y. Drummond, Charlotte, N. C.

Duffield. Duffield & Co., 211 E. 19th St., New York.

Dutton. E. P. Dutton & Co., 681 Fifth Ave., New York.
Education Ass'n. Education Association, 105 E. 22nd St., New York.
Estes. Dana Estes & Co., 208-218 Sumner St., Boston.
Farm Mechanics. Farm Mechanics Magazine Co., Chicago.
Food and Health. Food & Health Magazine Co., 37 W. 39th St., New York.
Forecast. Forecast Publishing Co., 146 E. 6th St., Philadelphia.
Funk. Funk & Wagnalls Co., 354 Fourth Ave., New York.
Ginn. Ginn & Co., Boston.
Goodheart. Goodheart-Wilcox Co., 2009 S. Michigan Ave., Chicago.
Grosset. Grosset & Dunlap, 1140 Broadway, New York.
Hall. Hall & McCreary, 430 Wabash Ave., Chicago.
Harcourt. Harcourt, Brace & Co., 1 W. 47th St., New York.
Harper. Harper & Bros., 333 Pearl St., New York.
Heath. D. C. Heath & Co., 231 W. 39th St., New York.
Henley. N. W. Henley Co., 2 W. 45th St., New York.
Henry. Henry-Morrison Co., Madison, Wis.
Hinds. Hinds, Hayden & Eldredge, 11 Union Square, New York.
Hoard. W. D. Hoard & Sons, Fort Atkinson, Wis.
Holt. Henry Holt & Co., 19 W. 44th St., New York.
Houghton. Houghton-Mifflin Co., Boston; New York.
International Mag. International Magazine Co., 119 W. 40th St., New York.
Jacobs. G. W. Jacobs & Co., Philadelphia.
Johnson. Johnson Publishing Co., Richmond, Va.
Knopf. Alfred A. Knopf, 220 W. 42nd St., New York.
Lane. John Lane Publishing Co., New York.
Lea. Lea & Febiger, 17 E. 42nd St., New York.
Lippincott. J. B. Lippincott Co., Philadelphia.
Little. Little, Brown & Co., Boston.
Long. Long Book & Publishing House, 615 E. 43rd St., Chicago.
Longmans. Longmans, Green & Co., 55 Fifth Ave., New York.
Lothrop. Lothrop, Lee & Shepard Co., Boston.
Luce. J. W. Luce & Co., Boston.
McBride. McBride, Nast & Co., 7 W. 16th St., New York.
McClurg. A. C. McClurg Publishing Co., Chicago.
McKay. David McKay, 604 S. Washington Square, Philadelphia.
Macmillan. Macmillan Company, 66 Fifth Ave., New York.
Manual Arts. Manual Arts Press, Peoria, Ill.
Marquis. A. N. Marquis Publishing Co., Chicago.
Mathews. Frederick C. Mathews Co., 685 Mullett St., Detroit, Mich.
Mentzer. Mentzer, Bush & Co., 80 E. 11th St., New York.
Merriam. G. & C. Merriam Co., Springfield, Mass.
Merrill. Charles E. Merrill Co., 323 E. 3rd St., Chicago.
Methodist. Methodist Book Concern, 150 Fifth Ave., New York.
Moffat. Moffat, Yard & Co., 3 Union Square W., New York.
Munn. Munn & Co., Woolworth Building, New York.
National Geog. National Geographic Society, 16th and M. Sts., Washington, D. C.
N. Y. Times. New York Times Co., Times Square, New York.

Noble. Noble & Noble, 56 Sixth Ave., New York.
Outlook. Outlook Company, 381 Fourth Ave., New York.
Oxford. Oxford University Press, 35 W. 32nd St., New York.
Page. L. C. Page & Co., Boston.
Pattee. A. F. Pattee, Mount Vernon, New York.
Perry Mason. Perry Mason, 881 Commonwealth Ave., Boston.
Pilgrim. Pilgrim Press, 14 Beacon St., Boston.
Popular Mechanics. Popular Mechanics, 200 E. Ontario St., Chicago.
Poultry Journal. Southern Poultry Journal, Montgomery, Ala.
Press Pub. Press Publishing Co., New York.
Princeton Univ. Princeton University Press, Princeton, N. J.
Progressive Farmer. Progressive Farmer Co., Raleigh, N. C.
Pub. School Pub. Public School Publishing Co., Bloomington, Ill.
Putnam. G. P. Putnam's Sons, 2 W. 45th St., New York.
Quarrie. W. F. Quarrie & Co., 86 E. Randolph St., Chicago.
Rand. Rand, McNally & Co., Chicago.
Revell. Fleming H. Revell & Co., 158 Fifth Ave., New York.
Review of Reviews. Review of Reviews Co., 55 Fifth Ave., New York.
Rickey. William Rickey & Co., 43 W. 27th St., New York.
Ronald. Ronald Press Co., 20 Vesey St., New York.
Row. Row-Peterson Co., Chicago.
Sanborn. B. H. Sanborn Publishing Co., Boston.
Saunders. W. B. Saunders Publishing Co., Philadelphia.
Scientific American. Scientific American Publishing Co., 233 Broadway, New York.
Scott. Scott, Foresman & Co., Chicago.
Scribner. Charles Scribner's Sons, Chicago.
Silver. Silver, Burdett & Co., Boston.
Small. Small, Maynard & Co., Boston.
Smith. Turner E. Smith, 77 Fairlee St., Atlanta, Ga.
Stechert. G. E. Stechert Publishing Co., New York.
Stokes. F. A. Stokes Publishing Co., 443 Fourth Ave., New York.
Sturgis. Sturgis & Walton Publishing Co., New York.
Thompson. Thompson Publishing Co., Raleigh, N. C.
Univ. Chicago. University of Chicago Press, Chicago.
Univ. North Carolina. University of North Carolina Press, Chapel Hill, N. C.
Van Nostrand. D. Van Nostrand Publishing Co., 8 Warren St., New York.
Whitcomb. Whitcomb & Barrows Publishing Co., Boston.
Wilde. W. A. Wilde & Sons, 120 Boylston St., Boston.
Wiley. John Wiley & Sons, 432 Fourth Ave., New York.
Williams. Alfred Williams & Co., Raleigh, N. C.
Wilson. H. W. Wilson Co., 958 Univ. Ave., New York.
Winston. John C. Winston Co., 1006-1016 Arch St., Philadelphia.
World. World Book Company, Yonkers-on-Hudson, New York.
Yale Univ. Yale University Press, 143 Elm St., New Haven, Conn.

List of Books for High School Libraries

GENERAL REFERENCE BOOKS

ENCYCLOPEDIAS

Encyclopedia Americana. 30 vols. Encyclopedia Americana Corp. $180.00. **Or**

New International Encyclopedia. 24 vols. Dodd. $168.00.

One of these encyclopedias required in standard high schools.

Boyle, Andrew, ed. Everyman's Encyclopedia. 12 vols. Dutton. $18.00.

Its articles are concise and generally accurate. Not a substitute, however, for one of the larger encyclopedias.

O'Shea, M. V., ed. The World Book. 2nd ed. 10 vols. Quarrie. $57.50.

Encyclopedia for those not quite old enough to use the *Americana* or the *New International.*

DICTIONARIES

English

Funk, I. K., ed. New Standard Dictionary. Funk. $16.00.

Recently revised. Useful for new words. Well illustrated. Contains considerable encyclopedic information.

Webster, Noah. New International Dictionary. Merriam. $16.00.

A good general purpose dictionary noted for clearness of its definitions. Contains 32 pages of addenda and a revised gazetteer.

French

Edgren, A. H., and Burnett, P. B. French and English Dictionary. Holt. $2.50.

Spiers, Alexander, and Surenne, Gabriel. Standard Pronouncing Dictionary of French and English. (School ed.) Appleton. $2.50.

German

Bruel, K. H., ed. Heath's German Dictionary. Heath. $3.00.

Same as Cassell's new German dictionary.

Flugel, J. F. A., and others. German and English Dictionary for Home and School. 2 vols. Stechert. $4.50.

Latin

Lewis, C. T., and Short, Charles. Harper's Latin Dictionary. American. $10.00.

Founded on Freund's Latin-German lexicon. Serves all ordinary purposes. Not bi-lingual.

Lewis, C. T., ed. Elementary Latin Dictionary. American. $3.00.

Contains Kingery's appendix of names of persons and places.

Spanish

Cuyas, Arturo. New Spanish-English and English-Spanish Dictionary. Appleton. $3.50.

The latest bi-lingual in Spanish-English. Not indexed.

Velasquez de la Cadena, Mariano. Pronouncing Dictionary of the Spanish and English Languages. Appleton. $9.00.

Useful for ordinary purposes. Unindexed.

ANNUALS OR YEAR BOOKS

American Year Book (Annual). Appleton. $3.50.

A record of events and progress. Events of the year in all countries.

New International Year Book (Annual). Dodd. $5.00.

Encyclopedia of each year. Supplement to New International Encyclopedia.

World Almanac (Annual). Press Pub. $0.75.

Statistical, current and historical information. Useful handbook.

BIOGRAPHY

United States Congress. Official Congressional Directory. Gov. Printing Office. Supt. of Documents. $0.60.

Issued for each session of congress. Contains valuable information for students of civil government.

Who's Who in America (Biennial). Marquis. $7.65.

A biographical dictionary of notable living men and women of the United States.

HISTORY AND GEOGRAPHY

Bartholomew, J. G. Literary and Historical Atlas of Europe. Dutton. $1.35.

———— Literary and Historical Atlas of America. Dutton. $1.35.

Historical maps and a gazetteer of places of literary and historical interest.

Cram. Modern Reference Atlas of the World. Cram. $19.50.

Nearly 300 pages of maps. Complete index. New census statistics. Descriptive gazetteer. Many special features.

Drummond, A. Y. Pictorial Atlas of North Carolina. Drummond, Charlotte, N. C. $4.50.

Goode, J. P. Goode's School Atlas. Rand. $4.00.

Contains recent boundary decisions and population figures.

Rand, McNally & Co. Complete Atlas of the World. Rand. $4.50.

Shepherd, W. R. Historical Atlas. Holt. $4.00.

Smith, E. F., comp. Dictionary of Dates. Dutton. $0.80.

Condensed handbook of general historical information.

LITERATURE

Bible. Modern Reader's Bible for Schools; ed. by R. G. Moulton. 2 vols. Macmillan. Old Testament, $2.50. New Testament, $2.25.

The text of the American revised version condensed in part and arranged to suit young students.

Brewer, E. C. Dictionary of Phrase and Fable. Lippincott. $6.00.

Gives derivation, source or origin of common phrases, allusions, and words that have a special meaning.

Phyfe, W. H. P. 5,000 Facts and Fancies. Putnam. $5.00.

A cyclopedia of important, curious, quaint and unique information in history, literature, sciences, art and nature.

Quiller-Couch, Sir A. T. Oxford Book of English Verse. Oxford. $3.75.

Covers period from 1250-1900.

Stedman, E. C., ed. American Anthology. Houghton. $3.50.

Arranged chronologically; has a brief biographical dictionary.

QUOTATIONS

Bartlett, John. Familiar Quotations. Little. $4.50.

A standard collection, comprehensive, well selected; arranged by authors chronologically; very full index.

Hoyt, J. K. New Cyclopedia of Practical Quotations. Funk. $7.50.

Quotations from English, Latin and modern foreign literatures; useful subject lists.

SYNONYMS

Allen, F. S. Allen's Synonyms and Antonyms. Harper. $3.00.

Dictionary arrangement with cross references in footnotes. Examples of usage not given, but rare, technical, colloquial and archaic words are so marked.

Crabb, George. Crabb's English Synonyms. Harper. $2.50.

Includes many modern terms and cross references. The oldest book of the kind.

PERIODICALS

Current Events (Weekly, Sept.-June). Amer. Educ. Press. $0.60.

Current History (Monthly). N. Y. Times. $3.00.

Harper's Magazine (Monthly). Harper. $4.00.

Literary Digest (Weekly). Funk. $4.00.

National Geographic Magazine (Monthly). National Geog. $3.50.

Outlook (Weekly). Outlook. $5.00.

Popular Mechanics (Monthly). Popular Mechanics. $3.00.

Review of Reviews (Monthly). Review of Reviews. $4.00.

Scientific American (Monthly). Munn. $4.00.

World's Work (Monthly). Doubleday. $4.00.

Youth's Companion (Weekly). Perry Mason. $2.50.

(For Schools Having Vocational Agriculture Courses)

Country Gentleman (Weekly). Curtis. $1.00.

Farm Mechanics (Monthly). Farm Mechanics. $1.00.

Hoard's Dairyman (Weekly). Hoard. $1.00.

Progressive Farmer (Weekly). Progressive Farmer. $1.00.

Southern Poultry Journal (Monthly). Poultry Journal. $1.00.

(For Schools Having Vocational Home Economics Courses)

Better Homes and Gardens (Monthly). Better Homes. $1.00.

Child Health Magazine (Monthly). Child Health.

Food and Health Education (Monthly). Food and Health. $1.00.

Forecast (Monthly). Forecast.

Good Housekeeping (Monthly). International. $3.00.

Vogue Quarterly (Quarterly). Conde. $1.00.

A good daily newspaper.

For addresses of publishers see pages 12, 13 and 14.

.070. JOURNALISM

Bleyer, W. G. Newspaper Writing and Editing. Rev. ed. Houghton. $2.25.

An entertaining, accurate account arranged for systematic study.

Harrington, H. F. Writing for Print. Heath. $1.36.

A handbook for use in high schools.

Manly, J. M., and Powell, J. A. Manual for Writers. Univ. Chicago Press. $1.50.

Practical information on rules of writing and punctuating English, and preparation of manuscript for the printer.

170. CONDUCT OF LIFE. ETHICS

Bennett, Arnold. How to Live on 24 Hours a Day. Doran. $1.00.

Plea for the employment of spare moments in self-cultivation.

Burwell, D. S. The Lure of the City. Funk. $1.25.

Cabot, Mrs. E. L. Everyday Ethics. Holt. $1.48.

Chicago High School. Manners and Conduct in School and Out. Allyn and Bacon. $0.40.

Clark, T. A. The High School Boy and His Problems. Macmillan. $1.20.

Includes the course, studies, examination and grades, the leisure hour, books and readings, social activities, morals and manners, choosing a profession, going to college.

Conde, Bertha. Business of Being a Friend. Houghton. $1.75.

Written from experience with many girls.

Conklin, M. G. Conversation; What to Say and How to Say It. Funk. $1.00.

Suggestive and written in an interesting style.

Dodd, E. E. Fiber and Finish. Ginn. $0.80.

Engleman, J. O. Moral Education in School and Home. Sanborn. $1.75.

Gulick, Luther. The Mind and Work. Doubleday. $1.75.

Hagedorn, Hermann. You Are the Hope of the World. 2nd ed. Macmillan. $0.80.

An appeal to youth of America to prepare for duties of citizenship and to help maintain ideals of our country.

Holmes, J. M. Talks to High School Boys. Macmillan. $1.50.

Hubbard, Elbert. Message to Garcia. Hall. $0.16.

An inspirational essay that has been printed in every language.

Jackson, B. V., comp. Thrift and Success. Century. $0.85.

Stories, poems, plays, biographies by many authors; instructing children in the value of thrift, thrift agencies, etc.

James, William. On Some of Life's Ideals. Holt. $0.75.

Contains *On a Certain Blindness in Human Beings* and *What Makes Life Significant.*

Johnson, F. W. The Problems of Boyhood. Chicago Press. $1.25.

Lorimer, G. H. Letters From a Self-Made Merchant to His Son. Grosset. $1.25.

MacGregor, T. D. Book of Thrift. Funk. $1.50.

Chapters on home ownership, household accounting, children's bank accounts, school savings; quotations on thrift.

Marden, O. S. Joys of Living. Crowell. $1.75.

———— Success. Wilde. $1.75.

———— Training for Efficiency. Crowell. $1.75.

Paine, H. E. Girls and Women. Houghton. $1.00.

Pritchard, M. T., and Turkington, Grace. Stories of Thrift for Young Americans. Scribner. $1.00.

Richardson, A. S. The Girl Who Earns Her Own Living. Rickey. $1.25.

Shaler, Mrs. S. P. Masters of Fate. Duffield. $2.00.

Recites achievements of noted persons who under great difficulties have gained success in life.

Smith, E. L. Your Biggest Job, School or Business. Appleton. $1.00.

Written to arouse boy who is anxious to leave school to appreciate the importance of study and the value of an education as a cash investment; suggestive to parents.

South Philadelphia H. S. Everyday Manners for American Boys and Girls. Macmillan. $1.00.

Written by the faculty of the South Philadelphia High Schools for Girls. Chapters on *At Home, In School, In Public Places, At Business.* Illus.

Tarbell, I. M. Business of Being a Woman. Macmillan. $1.60.

Education of girls and young women, includes chapters on uneasy women, imitation of man, socialization of the home, women and her raiment.

Wood-Cooper-Rice. America's Message. Ginn. $1.20.

290. MYTHOLOGY

Baldwin, James. Story of the Golden Age. Scribner. $2.00.

Legends about the causes of the Trojan war woven into a continuous story.

Bulfinch, Thomas. The Golden Age of Myth and Legend. Stokes. $4.00.

A revised and enlarged edition of the old *Age of Fable.*

Gayley, C. M. Classic Myths in English Literature and in Art. Ginn. $1.92.

Based originally on Bulfinch's *Age of Fable* (1885), accompanied by an interpretive and illustrative commentary.

Guerber, H. A. Myths of Greece and Rome. American. $2.00.

——— Myths of Northern Lands. American. $2.00.

Hawthorne, Nathaniel. Wonder Book and Tanglewood Tales. Jacobs. $1.50.

Tatlock, J. M. Greek and Roman Mythology. Century. $2.85.

A popular, not elaborate treatment of Greek and Roman mythology.

320. GOVERNMENT

Antin, Mary. They Who Knock at Our Gates. Houghton. $1.65.

An argument in favor of immigration.

Ashley, R. L. American Federal State. Macmillan. $3.00.

——— New Civics. Macmillan. $1.60.

Textbook for secondary school. Discusses duties and privileges of citizens, health, education, labor, and industry, money, banking.

Beard, C. A. American Government and Politics. Rev. ed. Macmillan. $3.75.

Becker, C. L. The United States: An Experiment in Democracy. Harper. $3.00.

Boynton, F. D. School Civics. Rev. ed. Ginn. $1.48.

Brawley, B. G. Short History of the American Negro. Rev. ed. Macmillan. $2.00.

History and position of the negro in American life with special attention to education since the Civil War.

Bryce, James. American Commonwealth. Abr. ed. Macmillan. $3.00.

Bullock, E. D. The Short Ballot. Wilson. $1.25.

Burch, H. R., and Patterson, S. H. American Social Problems. Macmillan. $1.68.

Clark, M. G. Progress and Patriotism. Pub. Sch. Publishing Co. $1.50.

Corwin, Edward S. The Constitution and What it Means Today. Princeton Press. $2.00.

Davis, P., and Schwartz, B. Immigration and Americanization. Ginn. $4.00.

Dunn, A. W. Community Civics and Rural Life. Heath. $1.48.

Ellwood, C. A. Sociology and Modern Social Problems. American. $1.60.

Fairchild, H. P. Immigration, A World Movement and Its Significance. Macmillan. $2.40.

Fenwick, C. G. Political Systems in Transition: War-time and After. Century. $3.00.

Fiske, John. Civil Government in the United States. Rev. ed. Houghton. $1.72.

A revision of the book of 1890. Treats of the origins.

Forman, S. E. Advanced Civics. Century. $1.65.

——— American Democracy. Century. $1.75.

Based on his *Advanced Civics,* published in 1905. New chapters on Americanization, urban and rural problems.

Franc, Alissa. Use Your Government. Dutton. $2.00.

Guitteau, W. B. Government and Politics in the United States. Houghton. $1.68.

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Kipling, Rudyard. Jungle Book. Doubleday. $1.90.

Famous stories of animals of the jungle and of Mowgli, the boy who ran with the wolf pack.

——— The Light That Failed. Doubleday. $1.90.

——— Plain Tales from the Hills. Doubleday. $1.90.

——— Second Jungle Book. Doubleday. $1.90.

——— Kim. Doubleday. $1.90.

Panorama of life in India as seen on the journeys of a little vagabond apprentice to the secret service.

Lawrence, Josephine. Rainbow Hill. Cupples. $1.50.

——— Rosemary. Cupples. $1.50.

Little, Frances. Lady of the Decoration. Century. $1.25.

Locke, W. J. Beloved Vagabond. Dodd. $2.00.

Career of a picturesque, fascinating, unreal Ne'er-do-well; unconventional manipulation of conventional material.

——— Rough Road. Dodd. $2.00.

A rather sentimental story of the World War and the remaking of a mollycoddle into a full-fledged fighting man.

——— Fortunate Youth. Dodd. $2.00.

London, Jack. Call of the Wild. Grosset. $0.75.

A graphic story of the Klondike; a biography of a dog who loses his friend and master and relapses into wolfdom.

——— White Fang. Grosset. $0.75.

The obverse of the Call of the Wild; story of a wolf whose experiences finally mould him into a man's loyal friend.

Loti, Pierre. (L. M. J. Viaud.) Iceland Fisherman. Burt. $1.25.

A poetic rendering of the life of hardship and danger led by the Breton fisher-folk on the perilous Northern seas. Told by a great master of the art of descriptive writing.

Lynn, Margaret. Step-daughter of the Prairie. Macmillan. $2.00.

Prairie scenes and folk are described as they appeared to a bookish imaginative child.

McFee, William. Command. Doubleday. $1.90.

Scene is laid in Saloniki and Smyrna with the war as in inconspicuous but ever-present background. A novel of atmosphere and personality rather than of action and event.

Major, Charles. When Knighthood Was in Flower. Bobbs. $1.50.

The love story of the Duke of Suffolk and Mary Tudor. Scene is laid about the year 1513.

Malot, Hector. Nobody's Boy. Cupples. $1.50. Translated from the French Story, "Sans Famille."

——— Nobody's Girl. Cupples. $1.50. Translated from the French Story, "En Famille."

Marryatt, Frederick. Masterman Ready. Dutton. $2.00.

A resourceful moralizing old sailor is the hero of this story of shipwreck on a desert island.

Marshall, Archibald. Eldest Son. Dodd. $2.00.

Marshall, Archibald. Squire's Daughter. Dodd. $2.00.

Two novels of English family country life. The father is stern and masterful, but affectionate. He attempts to bond to his will a son who desires to bring home a bride against whom the father is prejudiced.

Masefield, John. Jim Davis. Grosset. $1.00.

A story of the Devonshire coast and smugglers a hundred years ago.

——— Lost Endeavor. Macmillan. $2.00.

Strange adventures of an English school boy and a Spaniard who, in the days of press-gangs and buccaneers, are sold into slavery.

Mason, A. E. W. Four Feathers. Macmillan. $2.50.

The action of the story shows the restoration of a brave man, who, in morbid fear of showing cowardice, becomes a coward in the eyes of his friends.

Mason, Eugene. Aucassin and Nicolette and Other Mediaeval Romances and Legends. (Everyman's lib.) Dutton. $0.80.

Ancient French romance, very quaint and pretty; the hero, a gentle knight of France, and the heroine, a maiden of unknown birth, who proves to be the daughter of the King of Carthage.

Maupassant, Guy de. The Odd Number. Harper. $2.00.

Shows the author's superior skill in the art of short story writing and of character delineation.

Melville, Herman. Moby Dick. (Everyman's lib.) Dutton. $0.80.

Realistic story of whale fishing in the Pacific by a master of the sea tale.

Melville, Typee. (Everyman's lib.) Dutton. $0.80.

Exciting adventure among the Pacific isles by a pioneer creator of South Sea stories.

Mitchell, S. W. Hugh Wynne, Free Quaker. Century. $1.00.

Autobiographic story of the American revolution. Excellent portrayal of times contrasting the Quaker ideals of brotherly love with prevailing strife.

Montgomery, L. M. Anne of Green Gables. Grosset. $0.75.

Morley, Christopher. Parnassus on Wheels. Doubleday. $1.50.

An account of the adventure and romance which followed Helen McGill's purchase of a bookshop on wheels. A happy combination of humor, love of the open and of books.

Muir, John. Stickeen. (Riv. lit. ser.) Houghton. $0.48.

The author, attended by his dog, has an adventurous escape from an Alaskan glacier.

Ollivant, Alfred. Bob, Son of Battle. Burt. $0.75.

Scotch story in which the interest centers around a breed of famous dogs, of which Bob is the last and greatest.

Orczy, Emmuska. Scarlet Pimpernel. Grosset. $0.75.

Romantic tale of the French revolution.

Page, T. N. In Ole Virginia. Scribner. $1.75.

Dialect stories of Southern plantation life. Probably the author's best work. Contents: Marse Chan, Unc Edinburg, Meh Lady, Ole 'Stracted, No Haid Pawn, Polly.

——— Red Rock. Scribner. $2.00.

A chronicle of reconstruction days after the Civil War, in which "carpetbaggers" appear in odious light.

Paine, R. D. College Years. Scribner. $1.60.

Eleven stories of Yale life picturing university athletics as a leveling and trying-out process for the big game of life.

Parker, Sir Gilbert. Seats of the Mighty. Appleton. $2.50.
Historical romance culminating in the battle of Quebec. Wolfe and other famous characters of the time appear.

Poe, E. A. Selected Tales. Century. $1.75.
Exhibits the author's power in dealing with superstitions and the unreal.

Poole, Ernest. The Harbor. Grosset. $0.75.
An autobiographic novel picturing the life of New York harbor and tracing its effect on the life of the hero.

Porter, Jane. Scottish Chiefs. Crowell. $1.50. Burt. $0.75.
A story of Wallace, Bruce and the long fight for Scottish independence.

Pyle, Howard. Men of Iron. Harper. $2.00.
Boy life in an English castle while training for knighthood in the later days of chivalry.

——— Story of Jack Ballister's Fortunes. Century. $2.00.
The adventures of a young gentleman of good family, who was kidnapped in the year 1719 and carried off to the plantation of the continent of Virginia. Sub-title.

Quick, Herbert. Vandemark's Folly. Bobbs. $2.00.
A story of pioneer life in Iowa 75 years ago, with many interesting sidelights on claim jumpers, frontier law, the underground railway, etc.

Reade, Charles. Cloister and the Hearth. (Luxembourg ed.) Crowell. $2.25.
A romance of the middle ages based on a study of mediæval history and literature; a vivid reconstruction of the whole life of the time.

Rice, Mrs. A. H. Mrs. Wiggs of the Cabbage Patch. Century. $1.25.

Rinehart, Mrs. Mary Roberts. The Amazing Interlude. Doran. $1.75.

Russell, W. C. Wreck of the Grosvenor. Dodd. $3.00. Sturgis. $1.25.
Blends realistic pictures of life on ship-board, of storms and beauty of the ocean with romantic adventure.

Sabatini, Rafael. Scaramouche. Houghton. $2.00.
Love and adventure in the days of the French revolution.

Scott, Sir Walter. Ivanhoe. Illus. by Winter. Rand. $1.75. Ginn. $0.80.
Picture of mediæval England in which are brought together some of the most romantic personages of the middle ages. Probably the most popular of Scott's works.

——— Kenilworth. (Dryburg ed.) Macmillan. $2.25. ill. by H. L. Ford. Lippincott. $1.75.
Tragic story of Amy Robsart, the martyred wife of Queen Elizabeth's favorite, the Earl of Leicester. Period, 1575; the principal scenes are in Oxfordshire and Warwickshire.

——— Quentin Durward. (Dryburg ed.) Macmillan. $2.25. Ginn. $0.80.
Story of the last days of feudalism and chivalry, in the reign of Charles the Bold. An obscure Scot by good fortune and address wins the hand of the high-born heroine.

——— Guy Mannering. Ginn. (Stand. Eng. classics.) $1.00.

——— Talisman. Houghton. $2.00. McKay. $3.00.
Romance of the third crusade in which Richard Coeur de Lion and Saladin are prominent characters. The scene, Palestine (1191).

Sienkiewicz, Hendryk. In Desert and Wilderness. Little. $2.50.

Adventures in Africa of a resourceful Polish boy and a little English girl who have been kidnapped by natives.

——— Quo Vadis. (Luxembourg ed.) Crowell. $2.25.

A broad picture of Roman life in the time of Nero, bringing into contrast paganism and Christianity.

Smith, F. H. Caleb West, Master Diver. Houghton. $2.00.

Story centers about the heroism of the hardy mariners engaged in building a lighthouse on the Connecticut coast.

——— Colonel Carter of Cartersville. Houghton. $2.00.

Snedeker, C. D. O. The Seat Perilous. Doubleday. $1.75.

A daughter of the priest of Delphi saves her country and becomes the leader of a new colony.

——— The Spartan. Doubleday. $1.75.

Contrasts the life of ancient Sparta and Athens. The hero is the only Spartan who returned from Thermopylae.

Stevenson, R. L. Black Arrow. (Biographical ed.) Scribner. $1.50. McKay. $1.50.

A story of the war of the Roses. Richard III is prominent in the chronicle.

——— David Balfour. (Biographical ed.) Scribner. $1.50.

A sequel to Kidnapped. Carries the hero into Holland and France. The two stories cover the years 1746-1751.

——— Kidnapped. (Washington Square classics.) Jacobs. $1.50.

Pure romance with a thrill on almost every page. Action chiefly in Scotland shortly after the rising in support of Prince Charlie.

——— Treasure Island. (Washington Square classics.) Jacobs. $1.50. Ginn. $0.76. (Children's classics.) Macmillan. $1.75.

A story of piracy, hidden treasure and adventure on sea and land in the 19th century. Considered a masterpiece among romances for boys.

Stockton, F. R. Casting Away of Mrs. Lecks and Mrs. Aleshine. Century. $1.75.

Diverting account of the absurd and improbable Crusoe adventures of two New England women on a desert isle.

——— The Lady on the Tiger, and Other Stories. Scribner. $1.75.

Stowe, H. B. Uncle Tom's Cabin. Houghton. (Riverside lit. series.) $1.00.

Swift, Jonathan. Gulliver's Travels. Harper. $1.75.

Tarkington, Booth. Alice Adams. Doubleday. $1.75.

Pathetic struggle of a poor, present-day, small town girl of the Middle West to keep up with the childhood friends whose fortunes have grown with the town.

——— Gentlemen from Indiana. Grosset. $0.75.

Story of the endeavor of a young newspaper man to purify politics in an Indiana town.

——— Monsieur Beaucaire. Grosset. $0.75.

A little drama of intrigue laid in Bath during the days of Beau Nash wherein a French nobleman masquerades as a barber and falls in love with an aristocratic English woman.

Tarkington, Booth. Penrod. Doubleday. $1.75.

Amusing account of the doings of a small boy, aged eleven, and his dog. Continued in Penrod and Sam.

Thackery, W. M. Henry Esmond. Burt. $1.25. Ginn. (Stand. Eng. classics.) $0.80.

Autobiographic story of a cavalier and Jacobite in the time of Queen Anne. Introduces Marlborough, Addison, Steele, and other well-known people.

——— Vanity Fair.

An epoch-making work in the history of English realism. Presents a wonderful picture of the battle of Waterloo.

——— Virginians. Burt. $1.25.

Vachell, H. R. The Hill. Dodd. $2.00.

Boy life at Harrow, a famous English school, in which is depicted a boy's worship for another which seems to meet with little response.

Van Dyke, Henry. Blue Flower. Scribner. $2.00.

Contains among the nine stories, "The Other Wise Man," and "The First Christmas Tree."

Verne, Jules. Mysterious Island. Illus. by Wyeth. Scribner. $3.50.

——— Tour of the World in 80 Days. Scribner. $1.00.

——— Twenty Thousand Leagues Under the Sea. Grosset. $1.00.

Highly imaginative tales of adventure portraying deeds and achievements thought impossible at the time of their writing but many have come to pass.

Wallace, Dullon. Ungava Bob. (Everyboy's lib.) Grosset. $1.00.

Adventures of a young trapper in Labrador and Ungava regions.

Wallace, Lew. Ben Hur. Harper. $2.50.

Romance of Oriental life in the first century in which a young Jew of noble family is taken prisoner by the Romans.

Walpole, Hugh. Jeremy. Doran. $2.00.

A delightful chronicle of the joys and sorrows of a small boy in an English cathedral town.

Waterloo, Stanley. Story of Ab. Doubleday. $1.75.

A tale of the time of the cave man.

Watson, John. Beside the Bonnie Brier Bush. Dodd. $2.00.

Webster, Jean. Daddy Long-Legs. Century. $1.00.

Westcott, E. N. David Harum. Grosset. $0.75.

This shrewd country banker, humorous and kind-hearted, has won a place in American literature.

Weyman, S. J. Gentleman of France. Longmans. $1.75.

Romance of the time of Henry of Navarre in which the historical atmosphere is carefully reproduced.

White, S. E. Blazed Trail. Doubleday. $2.00. Grosset. $0.75.

Realistic descriptions of the hard life in a Michigan logging camp in the 80's from observations made first hand.

——— Riverman. Doubleday. $2.00. Grosset. $0.75.

Narrative of the lumber industry, picturing the dangers and fascination of the work.

Whitehead, A. C. Standard Bearer. Amer. Bk. $0.72.

Story of army life in the time of Cæsar when the Roman legions first landed in Britain.

Wiggin, K. D. Rebecca of Sunnybrook Farm. Grosset. $0.75.

Williams, J. L. Princeton Stories. Scribner. $1.75.

Twelve short stories of college life.

Wister, Owen. The Virginian. Grosset. $0.75. Macmillan. $2.50.

Study of the best type of Western cowboy, intrepid, fun-loving and rough, but right-hearted, and deserving of a good woman's love.

Yonge, C. M. Dove in the Eagle's Nest. Macmillan. $1.20.

Germany in the 15th century. Story of a young girl who grew up in the mountain castle of a robber baron.

The following list of books was published in the Journal of Educational Method for December, 1925, and was compiled by Miss Blanche Jennings Thompson, English Department, City Normal School, Rochester, N. Y.:

Anonymous. A Life Unveiled. Doubleday.

Antin, Mary. They Who Knock at Our Gates. Houghton.

Asquith, Margot. Memoirs. Doran.

Bacon, Albion Fellows. Beauty for Ashes. Dodd.

Bacon, Josephine Daskam. On Our Hill. Scribner.

Barrie, James M. Margaret Ogilvie. Scribner.

Beatty, Bessie. The Red Heart of Russia.

Beebe, William. Jungle Peace; The Edges of the Jungle; The Log of the Sun. Holt.

Beerbohm, Max. And Even Now.

Belasco, David. The Theater from the Stage Door. Harper.

Bercovici, Konrad. Around the World in New York. Century.

Bergengren, Algeron. Episodes Before Thirty.

Bok, Edward. The Americanization of Edward Bok. Scribner.

Botchkareva, Maria. Yashka. F. A. Stokes.

Brooks, Chas. S. A Thread of English Road; Pippins and Cheese. Yale Univ.

Brown, Irving. Gypsy Fires in America; Nights and Days on the Gypsy Trail. Harper.

Burt, Struthers. The Diary of a Dude Wrangler. Scribner.

Calkins, Ernest S. Louder, Please! Atlantic.

Canfield, Dorothy. Raw Material; Rough Hewn; The Brimming Cup. Harcourt.

Carnegie, Andrew. Autobiography. Houghton.

Clemens, Samuel L. Autobiography. Harper.

Collins, Francis A. The Camera Man. Century.

Conklin, George. The Ways of the Circus. Harper.

Cooper, Courtney Ryley. Under the Big Top; Lions 'n Tigers 'n Everything. Little.

Cooper, Elizabeth. My Lady of the Chinese Courtyard. Stokes.

D'Angelo, Pascal. A Son of Italy. Macmillan.

Davis, James J. The Iron Puddler.

Davis, Wm. H. Autobiography of a Super-Tramp. Knopf.

De la Mare, Walter. Memoirs of a Midget. Knopf.

Dixon, Winifred H. Westward Hoboes. Scribner.

Doty, Madeleine Z. Society's Misfits. Century.

Downs, Olin. The Lure of Music. Harper.

Edwardes, Tickner. Lift-luck on Southern Roads. Macmillan.

Field, Anne P. Canada Blackie. Dutton.

Foster, Harry L. Adventures of a Tropical Tramp. Dodd.

Franck, Harry A. Vagabonding Through Changing Germany. Harper.

Garland, Hamlin. A Son of the Middle Border; A Daughter of the Middle Border. Macmillan.

Graham, Stephen. With Poor Immigrants to America; Tramping with a Poet. Macmillan.

Greene, Anne Bosworth. The Lone Winter. Century.

Holliday, Robert Cortes. Walking-stick Papers. Doran.

Hoppe, J. O. In Gypsy Camp and Royal Palace. Scribner.

Hudson, W. H. Far Away and Long Ago; A Traveler in Little Things. Dutton.

Hunecker, James G. Steeplejack. Scribner.

Husband, Joseph. A Year in a Coal Mine. Houghton.

Johnson, Burges. As I Was Saying. Macmillan.

Johnson, Clifton. Among English Hedgerows; The Land of Heather. Macmillan.

Johnson, Martin. Cannibal Land.

Lagerlof, Selma. Marbacka. Doubleday.

Laughlin, Clara. The Work-a-day Girl.

Lewisohn, Ludwig. Upstream. Boni.

Lucas, E. V. The Housewife Rampant. Doran.

Lynn, Ethel. Adventures of a Woman Hobo. Doran.

Markino, Yoshio. A Japanese Artist in London. Jacobs.

Milne, A. A. Not That It Matters.

Morley, Christopher. Plum Pudding, Doubleday; Mince Pie, Doran; Pipefuls, Doubleday; Shandygaff, Doubleday; Tales from a Roll-top Desk, Doubleday.

Muir, John. My Boyhood and Youth. Houghton.

Norris, Kathleen. Noon. Doubleday.

O'Brien, Frederick. Atolls of the Sun. Century.

Osborne, Thomas Mott. Within Prison Walls. Appleton.

Palowski, Yoi. A Child Went Forth. Houghton.

Parker, Cornelia Stratton. Ports and Happy Places; Working with the Working Woman. Boni.

Pearson, Edmund L. Books in Black and Red.

Peattie, Elia W. Painted Windows. Doran.

Perkins, Edna Brush. The White Heart of Mojave. Boni.

Popp, Adelhard. Autobiography of a Working Woman. F. G. Browne Co.

Portman, Lionel. Three Asses in Bolivia. Houghton.

Priddy, Al. Through the Mill; Through the School. Pilgrim.

Pringle, Elizabeth W. Allston. Chronicles of Chicora Wood. Scribner.

Richardson, Dorothy. The Long Day. Macmillan.

Riis, Jacob. Neighbors; Children of the Tenements; How the Other Half Lives. Scribner.

Rinehart, Mary Roberts. The Out Trail; Kings, Queens and Pawns. Doran.

Schaffler, Robert Haven. The Musical Amateur; Fiddler's Luck. Houghton.

Scoville, Samuel, Jr. Everyday Adventures. Atlantic.

Sedgwick, Anne. A Childhood in Brittany. Century.

Seton, Grace Thompson. A Woman Tenderfoot in Egypt. Dodd.

Sharp, Dallas Lore. The Hills of Hingham. Houghton.

Shaw, Anna Howard. Story of a Pioneer. Harper.

Sheridan, Clare. My American Diary. Boni.

Speakman, Harold. Beyond Shanghai. Abingdon.

Steiner, Edward W. From Alien to Citizen; On the Trail of the Immigrant. Revell.

Stern, E. G. My Mother and I. Macmillan.

Stewart, Elinor Pruitt. Letters of a Woman Homesteader. Houghton.

Tomlinson, H. M. Old Junk. Knopf.

Townley, Lady Susan. The Indiscretions of Lady Susan. Appleton.

Underwood, Edna W. Letters from a Prairie Garden. Marshall Jones Co.

Vaka, Demetra. A Child of the Orient; The Heart of the Balkans.

Velvin, Ellen. From Jungle to Zoo. Moffat.

Vince, Charles. Barrie Marvell. Little.

Wagner, Robert. Film Folk. Century.

Wald, Lillian D. The House on Henry Street. Holt.

Warner, Frances L. Endicott and I; Groups and Couples; Life's Minor Collisions. Houghton.

Wiggin, Kate Douglas. My Garden of Memory. Houghton.

Wilkinson, Marguerite. The Dingbat of Arcady. Macmillan.

Woodbridge, Elizabeth. Jonothan Papers. Houghton.

Wylie, Elinor. Jennifer Lorn.

Yeomans, Edward. Shackled Youth. Houghton.

POETRY

Davis, Fannie Stearns. The Ancient Beautiful Things. Macmillan.

Gordon and King. Verse of Our Day. Appleton.

Kilmer, Joyce. Collected Poems. Doran.

Kilmer, Aline. Candles That Burn; Vigils.

Lindsay, Vachel. The Congo. Macmillan.

Millay, Edna St. Vincent. A Few Figs from Thistles. Frank Shay Co.

Monroe and Henderson. The New Poetry. Macmillan.

Richards, Mrs. Waldo. The Melody of Earth; High Tide; Star Points. Houghton.

Rittenhouse, Jessie. The Little Book of Modern Verse; The Second Book of Modern Verse; The Little Book of American Poets; The Little Book of Modern British Poetry. Houghton.

Teasdale, Sara. Rainbow Gold. Macmillan.

Thompson, Blanche J. Silver Pennies. Macmillan.

Untermeyer, Louis. Modern American Poetry; Modern British Poetry. Harcourt.

SHORT STORIES—COLLECTIONS

Ashmun, M. E., ed. Modern Short Stories. Macmillan. $1.75.

Contains stories by Poe, Irving, O. Henry, Tolstoi and others.

Atlantic Monthly. Atlantic Narratives. Modern Short Stories. 1st and 2nd series. Atlantic. Each, $1.00.

Stories by Galsworthy, Margaret Sherwood, Katherine Gerould and many others chosen from the Atlantic Monthly.

Baldwin, C. S. American Short Stories. Longmans. $1.35.

Cody, Sherwin, ed. Selections from the World's Greatest Short Stories. McClurg. $1.00.

Includes Patient Griselda, Rip Van Winkle, The Gold Bug, etc.

Deming and Bemis. Famous Stories by Famous Authors. Atlantic. $1.25.

Selections from the world's greatest authors with biographical and interpretative notes.

Freck, L. F., comp. Short Stories of Various Types. Merrill. $0.75.

Among the authors included are O. Henry, Tarkington, Hawthorne and Daudet.

Heydrick, B. A., ed. Americans All. Harcourt. $1.00.

Stories illustrating different phases of American life, by such authors as Kelly, Whitlock, Hurst and Bunner.

———— Types of the Short Story. Scott. $0.60.

Each of the dozen stories is chosen to represent a type.

Jessup, Alexander. Best American Humorous Short Stories. Boni. $0.95.

Includes stories by Harte, Holmes, Twain and Stockton.

Mabie, Hamilton. Stories New and Old. Macmillan. $2.00.

Matthews, J. B. The Short Story. American. $1.20.

Mikels, A. M., ed. Short Stories for High Schools. Scribner. $1.00.

Contains many favorites, "First Christmas Tree," "Jumping Frog," and "Marse Chan."

Nettleton, G. H. Specimens of the Short Story. Holt. $0.80.

Ramsey, R. L., ed. Short Stories of America. Houghton. $1.32.

Sixteen stories, with course outline and reading lists.

Royster, J. F., ed. American Short Stories. Scott.

Contains fourteen of the best short stories written within the past ten years.

Schweikert, H. C., comp. French Short Stories. Scott. $0.68.

Selections from Balzac, Bazin, Maupassant, Daudet, Coppee and others.

——— Russian Short Stories. Scott. $0.72.

Among the authors represented are Phshkin, Gogol, Dostoevski, Turgenev and Tolstoi.

Sherman, S. P., ed. Book of Short Stories. Holt. $0.72.

Contains stories by Irving, Hawthorne, Poe, Dickens, Stockton, Hardy, Stevenson, Barrie, O. Henry and Kipling.

Smith, C. A. Short Stories, Old and New. Ginn. $0.68.

The following list of one hundred books of Short Stories of Our Day was taken from "American Short Stories," edited by Dr. James F. Royster, University of North Carolina, published by Scott, Foresman & Company. (No volumes of short stories issued before 1914 have been included in the list.)

ANTHOLOGIES

Atlantic Narratives. First series, 1918; second series, 1920. Atlantic.

Davis and Getchell. Stories of the Day's Work. 1917. Ginn.

Heydrick, B. A. Americans All. 1920. Harcourt.

Jessup, Alexander. Representative American Short Stories. 1923. Allyn.

Contains 74 stories, ranging from 1780 to 1921.

Pence, R. W. Short Stories by Present-day Authors. 1922. Macmillan.

Volumes by Individual Authors of Our Day

Abdullah, Achmed. The Honourable Gentleman. 1919. Putnam.

Stories of New York's Chinatown.

——— Wings. 1920. McCann.

Eastern stories, full of fantasy, but realistic rather than romantic.

——— Alien Souls. 1922. McCann.

Bailey, H. C. Call Mr. Fortune. 1921. Dutton.

Detective stories.

Bercovici, Konrad. Crimes of Charity. 1917. Alfred.

——— Dust of New York. 1919. Boni.

Life of recent immigrants in New York City.

——— Ghitza and Other Romances of Gypsy Blood. 1921. Boni

Bercovici, Konrad. Murdo. 1923. Boni.
Stirring heroic tales of Roumanian Gypsy life.

Brown, Alice. Homespun and Gold. 1920. Macmillan.
Stories of rural and small-town life in New England, in which Miss Brown continues the local-color tradition of her section.

Brubaker, Howard. Ranny; Otherwise Randolph Harrington Dukes. 1917. Grosset.
Humorous tales of American youth.

Burt, Maxwell Struthers. John O'May. 1918. Scribner.
———— Chance Encounters. 1921. Scribner.
Stories of higher social characters; subtle analysis of motives; spirited action.

Canfield, Dorothy. Hillsboro People. 1915. Holt.
———— The Real Motive. 1916. Holt.
These deal with secluded life in New England.
———— Raw Material. 1923. Harcourt.
Unusual technical form.

Child, Richard Washburn. The Velvet Black. 1921. Dutton.
Mystery stories.

Cobb, Irvin S. Local Color. 1916. Doran.
———— Old Judge Priest. 1916. Doran.
———— Those Times and These. 1917. Doran.
———— The Life of the Party. 1919. Doran.
———— From Place to Place. 1922. Doran.
———— Sundry Accounts. 1922. Doran.
———— Snake Doctor. 1923. Doran.

Cohen, Octavus Roy. Come Seven. 1920. Dodd.
———— Highly Colored. 1921. Dodd.
———— Polished Ebony. 1919. Dodd.
———— Assorted Chocolates. 1922. Dodd.
———— Dark Days and Black Knights. 1923. Dodd.

Colcord, Lincoln. The Game of Life and Death. 1914. Macmillan.
———— Instrument of the Gods. 1922. Macmillan.

Connolly, James B. Head Winds. 1916. Scribner.
———— Running Free. 1917. Scribner.
———— Tide Rips. 1922. Scribner.
Romantic stories of the fishermen of the Gloucester banks.

Cram, Mildred. Lotus Salad. 1920. Dodd.
———— Stranger Things. 1923. Dodd.

Derieux, Samuel A. Frank of Freedom Hill. 1922. Doubleday.
———— Animal Personalities. 1923. Doubleday.

Dwight, H. G. Stamboul Nights. 1916. Doubleday.

———— The Emperor of Elan. 1920. Doubleday.

Romantic adventure, full of the atmosphere of the Orient.

Ferber, Edna. Personality Plus. 1914. Stokes.

———— Cheerful—By Request. 1918. Doubleday.

Contains the excellent story, "A Gay Old Dog"—life of a Chicago business man.

———— Half Portions. 1920. Doubleday.

———— Gigolo. 1922. Doubleday.

Modern social conditions ironically portrayed.

Gale, Zona. Peace in Friendship Village. 1919. Macmillan.

Quiet life in a Middle Western small town; a continuation of her earlier volume, Friendship Village Love Stories, 1912.

Gelzer, Mrs. Jay. The Street of a Thousand Delights. 1921. McBride.

Chinese stories.

Gerould, Katherine Fullerton. Vain Oblations. 1914. Scribner.

———— The Great Tradition. 1915. Scribner.

———— Valiant Dust. 1922. Scribner.

All three volumes contain stories of the same general type as "The Nature of an Oath."

Hall, Herschell. Steel Preferred. 1920. Dutton.

Harris, Kennett. Meet Mr. Stegg. 1920. Holt.

Stories of the Far West.

Hart, Frances Noyes. Contact and Other Stories. 1923. Doubleday.

Romantic stories in an European setting. Contains "Contact," a popular story of the World War.

Hergesheimer, Joseph. Gold and Iron. 1918. Knopf.

Contains three novelettes: "Wild Oranges," "Tubal Cain," and "The Dark Fleece."

———— The Happy End. 1919. Knopf.

Stories of West Virginia mountain life.

Hughes, Rupert. In a Little Town. 1917. Harper.

Middle West village life.

———— Long Ever Ago. 1918. Harper.

Irish-American characters.

———— Momma and Other Unimportant People. 1920. Harper.

Contains the excellent story "The Stick-in-the-Muds."

Hurst, Fannie. Just Around the Corner. 1914. Harper.

———— Every Soul Hath Its Song. 1916. Harper.

The last represents the life of working girls in a city.

———— Gaslight Sonatas. 1918. Harper.

———— Humoresque. 1919. Harper.

———— The Vertical City. 1922. Harper.

City characters, mostly of Jewish birth.

Johnson, Arthur. Under the Rose. 1920. Harper.

Social satire.

Kahler, Hugh McNair. Babel. 1921. Putnam.
Stories of business.

——— East Wind. 1923. Putnam.

LaMotte, Ellen N. Civilization. 1919. Doran.
Chinese stories.

Lardner, Ring. How to Write Short Stories, with Specimens. 1924. Scribner.
Humorous stories written in the vernacular.

Lincoln, Joseph C. Old Home House. 1920. Appleton.

McKay, Helen. Chill Hours. 1920. Duffield.

Martin, George Madden. Children in the Mist. 1920. Appleton.
Negro stories.

Marshall, Edison. The Heart of Little Shikara. 1922. Little.
Youth and animal stories.

Means, E. K. E. K. Means. 1918. Putnam.

——— More E. K. Means. 1919. Putnam.

——— Further E. K. Means. 1921. Putnam.
Volumes of negro stories.

Montague, Margaret Prescott. England to America. 1920. Doubleday.

——— Uncle Sam of Freedom Ridge. 1920. Doubleday.
World War stories.

O'Higgins, Harvey. From the Life. 1919. Harper.

——— Some Distinguished Americans. 1922. Harper.

Post, Melville D. Uncle Abner. 1918. Appleton.

——— The Mystery at the Blue Villa. 1919. Appleton.

——— The Sleuth of St. James Square. 1920. Appleton.

———Monsieur Jonquelle. 1923. Appleton.
Mystery and detective stories.

Reeve, Arthur B. The Treasure Train. 1917. Harper.
Detective stories.

Rhodes, Harrison. High Life, and Other Stories. 1920. McBride.

Rice, A. C. and C. Y. Turn About Tales. 1920. Century.

Robbins, Tod. Silent, White and Beautiful. 1920. Boni.
Mystery tales.

Russell, John. Where the Pavement Ends. 1921. Knopf.
Stories of the South Seas.

——— In Dark Places. 1923. Knopf.

Shore, Viola Brothers. The Heritage and Other Stories. 1921. Doran.
Jewish life in America.

Smith, G. A. The Pagan. 1920. Scribner.

Smith, Harry J. Cape Breton Tales. 1921. Atlantic.

Steele, Wilbur Daniel. Land's End. 1918. Harper.

Stories of the New England seacoast.

——— The Shame Dance. 1923. Harper.

Stories for the most part with a Northern African setting.

Street, Julian. After Thirty. 1919. Century.

——— Cross Sections. 1923. Doubleday.

Tarkington, Booth. Penrod. 1914. Doubleday.

——— Seventeen. 1916. Harper.

——— Penrod and Sam. 1920. Doubleday.

The three volumes contain stories of American youth.

——— The Fascinating Stranger. 1923. Doubleday.

In addition to further stories of youth, this volume contains the fine story of tramp life, "The Fascinating Stranger," and the satire on the modern dance, "Jeanette."

Terhune, Albert Payson. Buff, A Collie. 1921. Doran.

——— Further Adventures of Lad. 1922. Doran.

Animal stories.

Train, Arthur. Tut, Tut! Mr. Tut. 1923. Scribner.

Wiley, Hugh. Lady Luck. 1921. Knopf.

Negro life.

——— Jade. 1921. Knopf.

New York's Chinatown.

Williams, Ben Ames. Thrifty Stock. 1923. Dutton.

Yezierska, Anzia. Hungry Hearts. 1920. Houghton.

——— Children of Loneliness. 1923. Funk.

BOOKS BY AND ABOUT NEGROES

DuBois, W. E. B. The Souls of Black Folk. McClurg.

Washington, Booker T. Up From Slavery. Doubleday.

Dunbar, Paul Lawrence. Complete Poems. Dodd.

Johnson, J. W., ed. American Negro Poetry (Anthology). Harcourt.

Moton, R. R. Finding a Way Out. Doubleday.

Brawley, Benjamin. A Short Story of the American Negro. Duffield.

Woodson, Carter G. The Negro Church. The Associated Publishers, 1216 U. St., N. W., Washington, D. C.

Woodson, Carter G. The Negro in Our History. Washington.

Work, Monroe N., ed. The Negro Year Book. Tuskegee Institute, Alabama.

DuBois, W. E. B. Darkwater. Harcourt.

Brawley, Benjamin. A Social History of the American Negro. Macmillan.

Williams, Charles H. Sidelights on Negro Soldiers.

This is an authoritive work now in press and soon to be issued by B. J. Brimmer Co., 79 Myrtle St., Boston, Mass.

Washington, Booker T. My Larger Education. Doubleday.

Dunbar-Nelson, Alice M., ed. Masterpieces of Negro Eloquence. Crisis Publishing Co., 69 Fifth Ave., New York.

Woodson, Carter G. The Education of the Negro Prior to 1861.

Murray, Freeman H. Emancipation and the Freed in American Sculpture. 1733 Seventh St., N. W., Washington, D. C.

Scott, Emmett J. Official History of the Negro in the World War. Crisis Publishing Company or the author.

Pritchard and Ovington, eds. The Upward Path. Harcourt.
A reader for colored children.

Washington, Booker T. The Story of the Negro. 2 vols. Doubleday.

Locke, Alain. The New Negro. Albert and Charles Boni, New York.

Schomburg. The Negro Digs up His Past. The Associated Publishers.

Culler, Contee. Color. The Associated Publishers.

Douglass, Georgia. Heart of a Woman. The Associated Publishers.

Kerlin. The Negro Poets and Their Poems. The Associated Publishers.

Woodson. Negro Orators and Their Orations. The Associated Publishers.

Faucett, Jessie. There is Confusion. Boni.

DuBois, W. E. B. The Gift of Black Folk. The Crisis Publishing Co.

Jackson, W. C. Boy's Life of Booker T. Washington. Macmillan.

EDUCATIONAL PUBLICATION NO. 97 DIVISION OF SUPERVISION NO. 23

High Schools of North Carolina

PUBLIC AND PRIVATE
WHITE AND COLORED
URBAN AND RURAL

A COMPLETE LIST

1925-26

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INTRODUCTION

The development of secondary education in rural North Carolina is now entering upon a new phase. Heretofore the need has been so great that the main struggle has been to set up a high school of some sort without much regard to the size or type of institution. Within the last few years much more attention has been given to a certain degree of refinement in their organization and administration. At this time, it is very seldom that one finds a community that is willing to embark on the enterprize of building a high school, unless that community vizualizes an accredited high school within a very few years. The current now is running toward a larger type of high school in all the newer consolidation schemes with the expectation of a minimum enrollment of from one hundred to one hundred and twenty-five pupils. In some instances, the enrollment will reach two hundred and fifty within a few years after the project is completed. In this kind of institution, a much wider range of opportunity can be offered and more definite programs provided. Administrators are beginning to realize that the small three teacher high school runs very high in per capita cost and too low in efficiency.

One is greatly impressed with the increasing length, from year to year, of the list of accredited schools. It is necessary to reprint this list each year in order to keep it up-to-date. The most spectacular thing in North Carolina education at this time is the wonderful growth of rural high schools which has been made possible by consolidation and transportation. A casual examination of this bulletin in comparison with the one issued a few years ago will convince any one of the extent of this movement.

This pamphlet was prepared by Dr. J. Henry Highsmith, director of the division of school inspection. It is hoped that it will be of both interest and service to all people interested in secondary education in North Carolina.

A. T. Allen

State Superintendent Public Instruction.

EXPLANATORY NOTE

This list of high schools in North Carolina gives the name of the school together with the name of the principal and the postoffice address of the school. The schools are listed alphabetically by counties. The name of the county superintendent follows the name of the county in each case together with his address. The schools are listed as Special Charter or city schools, Rural schools, and Private schools.

The list contains the names of 732 white high schools and 114 colored high schools, making a total of 846 schools in which some high school work is being done. Of the 732 white schools 680 are public and 52 private. Of the 732 white schools 442 are accredited. Of the 114 colored high schools 43 are accredited. There are 121 special charter white schools, and 54 colored. There are 559 white and 29 colored rural schools. There are 31 private colored schools.

The classification of all accredited schools is given. For example; Alexander-Wilson in Alamance County is classified as an accredited school, II, A. 1924. This means that the school is an accredited school in Group II, Class A, placed upon the list in 1924. For complete information on classification of schools see pages 12-14, Educational Publication No. 79. When the classification of a school is not given it is a non-standard school.

All Special Charter and Rural High schools are public unless otherwise stated. Private schools are listed separately. Where the name of the principal is not given it means that the Preliminary Report for the session 1925-26 has not been received.

All schools which have been accredited for the session 1924-25 together with all schools previously accredited are included in the list. The list is complete, therefore, until the close of the session 1925-26. The date of accrediting of schools in 1920 and prior thereto is not indicated in this list.

For the convenience of directors of summer schools and college authorities who admit students upon a basis of graduation from standard schools a list of schools arranged alphabetically is given in this bulletin. Persons who are not familiar with the location of schools in the various counties find it difficult to locate the names of schools when they are given alphabetically by counties. It is hoped that this list will expedite the work of all those who have occassion to use the names of accredited schools.

The high schools of the State which are members of or accredited by the Association of Colleges and Secondary Schools of the Southern States are given in the bulletin both as a recognition of these schools and as information for those who may wish to know the schools which are accredited by the Southern Association.

The High School Course of Study will be revised and reprinted before the opening of the session 1926-27. A high school handbook will be printed during the present year and will be ready for use by the opening of the next school year.

J. Henry Highsmith.
State High School Supervisor.

MARCH 1, 1926.

STANDARD HIGH SCHOOLS

A Standard High School as defined in the State law is as follows: "A school term of not less than 160 days; four years or grades beyond the seventh elementary grade; three teachers holding required certificates; not less than forty-five pupils in average daily attendance; a program of studies approved by the State Superintendent of Public Instruction; such equipment as may be deemed necessary by the State Superintendent of Public Instruction to make the instruction beneficial to pupils."

In the interpretation of this law the following suggestions and requirements are made for the development of a standard high school:

1. Teachers

Every teacher employed in a standard or accredited high school must hold a high school teacher's certificate issued by the Division of Certification. This requirement holds for all classes of schools, public and private, white and colored, urban and rural. At least three whole time teachers must be employed in the lowest class of standard school. These three teachers may be employed when the average daily attendance is forty-five pupils; four teachers may be employed for an average daily attendance of seventy; five teachers for an average daily attendance of 100 pupils, and one additional teacher for each additional thirty pupils in average daily attendance.

2. Length of Term

The length of term in a Group II, Class B School, which is the lowest class of standard high school, must be eight months or 160 days, exclusive of holidays.

3. Length of Recitation Periods

With an eight months term, 160 days, recitation periods must be forty-five minutes in the clear in order that each course may be 120 clock hours or a unit of work. In arranging a daily schedule provision should be made for at least three minutes between recitation periods to allow for time spent in changing classes. The actual time spent in instruction during each recitation period must be forty-five minutes.

4. Fifteen Standard Units are Required for Graduation

A unit is defined as follows: A unit is the credit allowed for the satisfactory completion of a course pursued for thirty-two weeks or more with five recitation periods per week, each recitation period being forty-five minutes in length. If the term is thirty-six weeks, recitation periods may be forty minutes in length. A unit of work is 120 clock hours. In estimating the fifteen units required for graduation such subjects as Arithmetic and Spelling should not be considered. When Arithmetic is offered in the eighth grade credit may be given toward graduation in making a total of seventeen or eighteen units required for graduation from any given school.

5. Average Daily Attendance

There must be at least forty-five pupils in average daily attendance in the lowest standard school. Such an average attendance permits the employment of three whole time properly certificated teachers.

6. Course of Study

A four year course of study must be provided. This means ordinarily the eighth, ninth, tenth, and eleventh grades. In some schools there are twelve grades and in some instances the eighth grade is regarded as a part of the junior high school. There is nothing to prevent the organization of a high school on the Junior-Senior basis. When an effort is made to organize on this basis it is suggested that the seventh and eighth grades be organized as a Junior high school and the ninth, tenth and eleventh grades as the Senior high school. In schools where there are twelve grades it will be more convenient to organize on what is known as the 6-3-3 Plan: the six year elementary school, a three year Junior high school, composed of grades seven, eight, and nine, and a Senior high school composed of grades ten, eleven, and twelve. In small high schools with three or four teachers and an average daily attendance of forty-five to seventy it is not advisable, perhaps, to attempt to organize on the Junior-Senior basis.

7. Equipment

A. Library—A separate room with adequate furniture must be provided for the library which may be used also as a reading room. There must be in the lowest standard high school at least 300 volumes of distinctively high school grade. The books in the library should be distributed as follows:

(1) All reference books and periodicals suggested in the high school library bulletin.

(2) Fifty volumes of standard fiction.

(3) Fifty volumes of standard literature, in the form of essays, orations, addresses, short stories, and dramas.

(4) At least ten of the books suggested on Agriculture and Home Economics.

(5) Seventy-five volumes of History and Biography.

(6) Twenty-five books on Geography and Travel.

(7) Good editions of at least twenty-five of the leading British and American poets.

In meeting the requirements each of the reference books and periodicals may be counted as one volume in the 300 books required for standard schools.

B. Maps—To make the teaching effective, it is necessary not only to have good textbooks, but also to have good apparatus, such as maps, charts, lantern slides, pictures, and specimens. The requirements for maps for use in connection with physical, general or commercial geography, general science, history, and literature are as follows:

A. PHYSICAL SERIES:

1. World on Mercator's Projection
2. United States
3. North America
4. South America
5. Europe
6. Asia
7. Africa
8. Australia

Five of the above are required, but the entire series should be provided if possible.

B. BLACKBOARD OUTLINE SERIES:

Five under A above are required, and eight or more are recommended.

C. POLITICAL SERIES:

At least one set of seven or eight maps, under A above, will be required. Also a good map of North Carolina, and a map of the Land office, U. S. Department of the Interior, showing the territorial expansion of the United States.

D. HISTORICAL SERIES:

1. For English, History and Literature:
   England, or the British Isles.
2. For Ancient History and Latin:
   Ancient World, Roman Empire, Ancient Greece, Ancient Italy.
   (This historical series is recommended, but not required.)

E. FOR MODERN EUROPEAN AND AMERICAN HISTORY:

1. A good series of charts for European History.
2. A good series of charts for American History.
   (These charts are recommended, but not required.)

These requirements with reference to maps and charts became effective September 1, 1923.

C. *Laboratory*—For the teaching of Science there must be at least one room set apart for laboratory work and this room must have the necessary furniture and supplies. At least two sciences must be taught in a standard school. In the small school these sciences or subjects should be General Science in the eighth grade and Biology in the ninth. In the larger schools additional sciences may be offered.

In providing for each science the general apparatus and supplies should be purchased and one individual set for each two to four students in any given class. In General Science and Biology 25 to 30 experiments should be properly performed by each student taking these subjects.

D. *High School Records and Reports*—The high school records are a matter of first rate importance. The high school register should be used by the high school teachers and the permanent high school record card furnished by the State must be used. The State Department of Public Instruction has printed a sufficient supply of permanent high school record cards to furnish the necessary cards for all high schools.

A filing case should be provided in each high school for the keeping of high school records. A filing cabinet is an essential part of the equipment of each high school principal's office.

The Preliminary Report should be submitted promptly when request is made. This is the report which is to be made shortly after the opening of each school session. The Annual Report should be made immediately after the close of school and submitted promptly. One copy should be sent to the County Superintendent, one to the State High School Supervisor, and one copy kept in the office of the principal for reference. No school can be properly rated until the annual report is submitted.

8. Required Subjects

There are some subjects so fundamental that they should be required of all students. Occassionally a student will be found who lacks ability to carry successfully any given high school subject, but the majority of all students will be able to do satisfactorily the work required in connection with a few prescribed subjects.

The following units are required for graduation from a standard school:

	Units
English	4
Mathematics	2
Science	1
History	2
*Foreign Language	2

9. Elective Subjects

Just as many elective subjects as possible should be offered, but students should select electives wisely, in order to prevent smattering.

It will be noted that only two units of foreign language work are required. These units may be offered in Latin, French, German, Spanish. Four years of a foreign language should be offered, but not required. This will not meet college entrance requirements, and students desiring such credit should be advised to take perhaps four years of Latin and at least two years of modern language.

The two units of mathematics should include algebra and plane geometry. Students who wish to complete college entrance requirements should take at least two years of algebra and one year of plane geometry.

Students who specialize in Vocational Subjects are not required to offer Foreign Language credits for graduation. If a student takes four years of Agriculture he is not required to offer any Foreign Language work in meeting the requirements for graduation. This applies also to students who take four years of Home Economics. A student who offers only two years of either one of these subjects is required to offer the two units of Foreign Language work required for graduation.

COLLEGE ENTRANCE REQUIREMENTS

The colleges in the State differ somewhat with regard to credits or units required for entrance to college. The colleges have agreed, however, to grant the following credits for work done in high school toward meeting college entrance requirements:

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*Not required of students specializing in vocational subjects.

	Units
English	4
Social Science, including History and Civics	4
Mathematics	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Botany	.5 or 1
Chemistry	.5 or 1
Physics	.5 or 1
Physiology	.5
Zoölogy	.5 or 1
General Science	.5 or 1
Physiography	.5 or 1
Drawing	1
Commercial Geography	.5
Vocational Agriculture	2
Bookkeeping	1
Commercial Arithmetic	1
Stenography	1
Manual Training	2
Home Economics	2
Bible	2
Music	2
Expression	.5

It should be kept in mind in estimating college credits that a unit of work is 120 clock hours. A subject may be given an entrance credit of one unit if the course is pursued for a term of thirty-two weeks, five days to the week, with recitation periods forty-five minutes in length. The same credit may be secured for a thirty-six weeks term with forty-minute recitation periods. If a student knows what college he expects to enter, he should plan his course to meet the entrance requirements of that institution.

THE CLASSIFICATION OF HIGH SCHOOLS

There are two groups of standard high schools in North Carolina:

Group I—Class AA, Class A, and Class B.

Group II—Class A, and Class B.

(Class B is the lowest standard or accredited school.)

Note. Every teacher employed in a standard high school must hold a high school teacher's certificate.

The standards of these groups are set forth as follows:

Group I—Class AA.

1. A four-year course of study beyond the seventh grade.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—twelve teachers holding proper certificates.
4. Length of recitation periods—at least forty minutes.
5. Fifteen standard units required for graduation.

6. Laboratory facilities for the teaching of Science—General Science and Biology, and Physics or Chemistry.
7. Library of at least 1,000 volumes of distinctly high school books.
8. Required number of maps, charts, and other equipment.
9. Attendance—at least 310 pupils in average daily attendance.

Group I—Class A.

1. Four-year course of study.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—four teachers of academic subjects and two teachers of vocational subjects—a total of six teachers.
4. Length of recitation periods—at least forty minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 500 volumes.
8. Maps according to requirements.
9. Attendance—at least 130 pupils in average daily attendance.

Group I—Class B.

1. Four-year course of study.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—four whole-time teachers, one of whom may be a teacher of vocational subjects.
4. Length of recitation periods—at least forty minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 500 volumes.
8. Maps according to requirements.
9. Attendance—at least 70 pupils in average daily attendance.

Group II—Class A.

1. Four-year course of study.
2. Length of term—eight months, or 160 days, exclusive of holidays.
3. Four whole-time teachers, one of whom may be a teacher of vocational subjects.
4. Length of recitation periods—at least forty-five minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 300 volumes.
8. Maps according to requirements.
9. Attendance—at least 70 pupils in average daily attendance.

Group II—Class B.

1. Four-year course of study.
2. Length of term—eight months, or 160 days, exclusive of holidays.
3. Three whole-time teachers, holding proper certificates.
4. Length of recitation periods—at least forty-five minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science—at least two Sciences.
7. Library of not fewer than 300 volumes.
8. At least forty-five pupils in average daily attendance.
9. Maps according to requirements.

The schools below those of standard grade should be classified. The work in a school should be so organized that it can be definitely estimated just what amount of credit a pupil is entitled to for the work he has completed. There are three classes of schools below those of standard grade. These constitute what will be known as Group III schools, Classes A, B, and C.

Group III—Class A.

This is a three-teacher, non-standard high school.

A high school may have three whole-time teachers, offer four years of work, and have a term of thirty-two weeks, but not be rated as a standard school because certain requirements have not been met. Such a school is called a three-teacher non-standard school. In such a school every effort should be put forth, of course, to meet the requirements of a standard or accredited school.

The principal of a school of this class must hold at least the High School Teachers' Certificate, Class A, and may receive a salary of $1,800 on a basis of a nine months' term.

Group III—Class B. A Certified School.

By Certified School is meant the following:

1. Three years of work beyond the elementary school. That is, the work of the eighth, ninth, and tenth grades, or first, second, and third years of a high school.
2. A term of thirty-two weeks, exclusive of holidays.
3. Recitation periods of forty-five minutes in length.
4. Two whole-time teachers, holding proper certificates.
5. Laboratory facilities for the teaching of General Science.
6. A library of not less than 200 volumes.
7. Twelve units of work completed.
8. An average daily attendance of thirty pupils.

The principal of a Certified School must hold at least the High School Teacher's Certificate, Class A, and may receive a salary of $1,600 on a basis of a nine months' term.

Group III—Class C. A Recognized School.

A Recognized School may be defined as follows:

1. Two years of work beyond the elementary school. That is, the work of the eighth and ninth grades, or first and second years of high school.
2. A term of thirty-two weeks, exclusive of holidays.
3. Recitation periods forty-five minutes in length.
4. One whole-time teacher holding proper certificate.
5. Eight units of work completed.
6. Library of 100 volumes.
7. Twenty pupils in average daily attendance.

The principal of a Recognized School must hold at least the High School Teacher's Certificate, Class A, and may receive a salary of $1,500 on a basis of a nine month's term.

High School work should not be undertaken unless it can be provided for in a somewhat adequate manner. No school will be recognized as a high school unless there is one teacher giving whole time to high school instruction. High school work should not be attempted in a school where an elementary teacher, who should be giving her whole time to the elementary school, employs a part of her time in giving high school instruction.

SOUTHERN ASSOCIATION

The schools listed below are accredited by the Southern Association. Those marked (*) are members of the Association.

*Aberdeen High School, Aberdeen—A. S. Ballard.
*Academy of St. Genevieve, Asheville—Mother A. Foret.
*Asheville High School, Asheville—W. L. Brooker.
*Asheville School, Asheville—George Jackson.
*Asheville Normal (H. S. Dept.), Asheville—John E. Calfee.
Bingham Military School, Asheville—Col. S. R. McKee.
Bethel High School, Bethel—E. B. Page.
*Boiling Springs High School, Boiling Springs—J. D. Huggins.
*Burlington High School, Burlington—C. C. Haworth.
Canton High School, Canton—R. J. Hutchins.
*Chapel Hill High School, Chapel Hill—L. R. Sides.
Cliffside High School, Cliffside—Charles C. Erwin.
Central High School, Charlotte—H. P. Harding.
*Concord High School, Concord—A. S. Webb.
Cullowhee High School, Cullowhee—H. T. Hunter.
Davenport Fitting School, Lenior—C. L. Hornaday.
*Durham High School, Durham—Frank M. Martin.
Edenton High School, Edenton—John A. Holmes.
*Elizabeth City High School, Elizabeth City—S. L. Sheep.
*Farmville High School, Farmville—G. R. Wheeler.
*Fayetteville High School, Fayetteville—Harry Howell.
*Forest City High School (Cool Springs), Forest City—J. W. Eaks.
Franklinton High School, Franklinton—Hoy Taylor.
*Gastonia High School, Gastonia—W. P. Grier.
*Goldsboro High School, Goldsboro—O. A. Hamilton.
*Greensboro High School, Greensboro—Frederick Archer.
*Greenville High School, Greenville—J. H. Rose.
*Hamlet High School, Hamlet—F. L. Ashley.
*Henderson High School, Henderson—E. M. Rollins.
*Hendersonville High School, Hendersonville—A. W. Honeycutt.
*Blue Ridge School for Boys, Hendersonville—J. R. Sandifer.
*Henrietta-Caroleen High School, Caroleen—J. B. Jones.
*Hickory High School, Hickory—R. W. Carver.
*High Point High School, High Point—T. Wingate Andrews.
*Kinston High School, Kinston—K. R. Curtis.
Laurinburg High School, Laurinburg—S. W. Rabb.
Lenoir High School, Lenior—C. S. Warren.
*Lexington High School, Lexington—J. H. Cowles.
*Lumberton High School, Lumberton—W. B. Crumpton.
Mars Hill College (H. S. Dept.), Mars Hill—R. L. Moore.
*Monroe High School, Monroe—Ray Armstrong.
*Morganton High School, Morganton—D. W. Maddox.
Newton High School, Newton—L. M. Epps.
North Wilkesboro High School, North Wilkesboro—Horace Sisk.
*Oake Ridge Institute, Oak Ridge—T. E. Whitaker.
Oxford High School, Oxford—C. G. Credle.
Oxford Orphanage High School, Oxford—R. L. Brown.

*Raeford High School, Raeford—J. M. Stackhouse.
*Raleigh High School, Raleigh—H. F. Srygley.
*Reidsville High School, Reidsville—J. H. Fleming.
Rich Square High School, Rich Square—A. W. Oakes, Jr.
*Roanoke Rapids High School, Roanoke Rapids—E. J. Coltrane.
*Rockingham High School, Rockingham—L. J. Bell.
*Rocky Mount High School, Rocky Mount—R. M. Wilson.
Rutherford College High School, Rutherford College—W. F. Starnes.
*Rutherfordton-Spindale High School, Rutherfordton—B. L. Smith.
*Pineland School for Girls, Salemburg—Mr. and Mrs. W. J. Jones.
*Saint Mary's School, Raleigh—Rev. W. W. Way.
Salisbury High School, Salisbury—G. B. Phillips.
*Selma High School, Selma—F. M. Waters.
*Scotland Neck High School, Scotland Neck—H. M. Roland.
*Shelby High School, Shelby—I. C. Griffin.
Smithfield High School, Smithfield—N. C. Shuford.
Southern Pines High School, Southern Pines—W. F. Allen.
Spencer High School, Spencer—F. R. Richardson.
*Statesville High School, Statesville—R. M. Gray.
State School for the Blind, Raleigh—G. E. Lineberry.
Tarboro High School, Tarboro—S. T. Emory.
*Thomasville High School, Thomasville—J. N. Hauss.
*Washington High School, Washington—H. C. Miller.
*West Durham High School, West Durham—D. T. Stutts.
*New Hanover High School, Wilmington—W. A. Graham.
Wilson High School, Wilson—Charles L. Coon.
*Richard J. Reynolds High School, Winston-Salem—R. H. Latham.
*Salem Academy, Winston-Salem—Howard E. Rondthaler.

WHITE HIGH SCHOOLS

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ALAMANCE:	A. H. King	Graham	
Special Charter:			
Burlington	W. D. Halfacre	Burlington	I, A.
Graham	H. G. McBane	Graham	I, B. 1922
Haw River	B. H. Lewis	Haw River	II, B. 1925
Mebane	J. P. Moore	Mebane	I, B. 1925
Rural:			
Altamahaw-Ossipee	David Miller	Elon College, R-1	II, B. 1924
Alexander-Wilson	W. A. Young	Graham, R-2	II, A. 1924
Eli Whitney	C. V. Ferguson	Saxapahaw	II, A. 1924
Elon College	J. A. Hornaday	Elon College	
Friendship	J. W. Bason	Burlington	
Pleasant Grove	S. C. Deskins	Burlington, R-3	
Stony Creek	A. L. Combs	Burlington, R-2	
Sylvan	R. H. Hutchison	Snow Camp	II, B. 1925
ALEXANDER:	M. A. Stone	Taylorsville	
Rural:			
Bethlehem	W. W. Stockman	Taylorsville	
Hiddenite	C. H. Gryder	Hiddenite	II, A. 1924
Stony Point	J. W. McCall	Stony Point	II, A. 1924
Taylorsville	M. C. Campbell	Taylorsville	II, A. 1922
ALLEGHANY:	John M. Cheek	Sparta	
Rural:			
Piney Creek	E. M. Williams	Piney Creek	II, B. 1923
Sparta	S. A. Leslie	Sparta	II, A. 1923
Turkey Knob	M. Vanhoy	Mouth of Wilson, Va.	
Private:			
Glade Valley	C. W. Erwin	Glade Valley	II, B.
ANSON:	R. W. Allen	Wadesboro	
Special Charter:			
Morven	J. F. Lowrance	Morven	II, B. 1924
Wadesboro	J. K. Derrick	Wadesboro	I, A.
Rural:			
Ansonville	L. J. Dawkins	Ansonville	II, B. 1925
Burnsville	S. H. Mingus	Polkton, R-2	
Deep Creek	D. W. B. Coon	Wadesboro	
Lilesville	M. F. Teeter	Lilesville	II, B. 1925
McFarlan	O. C. Lemmon	McFarlan	
Peachland	W. L. Harris	Peachland	
Polkton	W. C. McColl	Polkton	II, B. 1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ASHE:	J. O. Goodman	Beaver Creek	
Rural:			
Bowie	L. K. Halsey	Fleetwood	
Elkland	A. H. Braswell	Todd	
Helton	J. B. Hash	Sturgills	
Lansing	C. A. Howell	Lansing	
Sutherland	B. H. Duncan	Trade, Tenn.	
Virginia-Carolina	Robt. E. Lee Plummer	Grassy Creek	I, B. 1922
West Jefferson	F. C. Nye	West Jefferson	II, B. 1923
Private:			
Jefferson	G. B. Price	Jefferson	II, B.
AVERY:	R. T. Teague	Newland	
Rural:			
Altamont	C. R. Stroupe	Crossnore	II, A. 1922
Banner Elk	J. D. Horton	Banner Elk	
Cranberry	D. C. Butler	Cranberry	II, A. 1923
Newland	B. D. Franklin	Newland	II, A. 1924
Riverside	F. L. Stroupe	Spear	
Private:			
Lees McRae Institute	Edgar H. Tufts	Banner Elk	
Plumtree School for Boys	T. W. Clapp	Plumtree	
BEAUFORT:	H. H. McLean	Washington	
Special Charter:			
Belhaven	C. H. Young	Belhaven	I, B. 1922
Washington	E. S. Johnson	Washington	I, A.
Rural:			
Aurora	R. A. Thompson	Aurora	II, A. 1925
Bath	G. W. Rhodes	Bath	II, B. 1925
Pantego	F. Parker	Pantego	I, B. 1922
Private:			
Washington Coll. Inst.	M. O. Fletcher	Washington	II, A. 1923
BERTIE:	H. W. Early	Windsor	
Special Charter:			
Aulander	C. R. Hinshaw	Aulander	II, A.
Windsor	R. L. Tremain	Windsor	II, B. 1922
Rural:			
Colerain	J. S. Moore	Colerain	II, B. 1925
Kelford	Mattie Livermon	Kelford	
Lewiston-Woodville	L. E. Andrews	Lewiston	II, B. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BERTIE: *(Continued)*			
Mars Hill	Clara M. Pigg	Colerain, R-1	II, B. 1923
Merry Hill	W. R. Smithwick	Merry Hill	
Powellsville	A. G. Otwell	Powellsville	
Republican	R. M. Peele	Windsor	
Riverside	Harriet B. Leary	Merry Hill	
Roxobel	D. P. McCain	Roxobel	
BLADEN:	W. W. Woodhouse	Elizabethtown	
Rural:			
Bladenboro	F. Q. Barbee	Bladenboro	II, A. 1921
Carver's Creek	J. W. Swaringer	Acme, R-1	
Clarkton	R. L. Andrews	Clarkton	II, A. 1924
Elizabethtown	L. R. Maness	Elizabethtown	II, B. 1925
Kelly (French's Creek)	W. N. Rhyne	Kelly	
White Oak Academy	F. T. Johnson	White Oak	II, A. 1923
Abbottsburg	V. E. Glenn	Abbottsburg	
BRUNSWICK:	B. R. Page	Southport	
Rural:			
Bolivia	S. L. Bowen	Bolivia	
Leland	J. P. Booth	Leland	
Southport	W. J. Faucette	Southport	II, A. 1923
BUNCOMBE:	W. C. Murphy	Asheville	
Special Charter:			
Asheville	Lee H. Edwards	Asheville	I, AA.
Black Mountain	J. O. Wood	Black Mountain	I, B.
Rural:			
Barnardsville	F. A. Penland	Barnardsville	II, A. 1923
Biltmore	W. H. Jones	Biltmore	I, A.
Candler	C. J. Rich	Candler	II, A. 1923
Emma	S. O. Wilde	Asheville, R-4	
Fairview	O. F. Blankenship	Fairview	II, A. 1923
Grace	J. M. Roberts	Asheville, R-1	II, B. 1925
Haw Creek	O. H. Tilson	Asheville, R-2	
Leicester	C. Fred Jervis	Leicester	II, A. 1923
Sand Hill	R. J. Crowell	Candler	II, B. 1925
Swannanoa	E. N. Howell	Swannanoa	II, B. 1925
Weaverville	G. V. Allen	Weaverville	
West Buncombe	Homer Henry	Asheville, R-4	II, B. 1923
Woodfin	A. C. Reynolds	Asheville, R-5	II, B. 1924
Shanghai	Miss Minerva Brittain	Weaverville	
Venable	Floyd Brigman	Biltmore, R-2	
Valley Springs	W. S. Burleson	Skyland	
Private:			
Acad. of St. Genevieve	Mother M. Monk	Asheville	II, A.
Asheville School	George Jackson	Asheville School	I, B.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BUNCOMBE: *(Continued)*			
Asheville Farm School	L. H. Burch	Farm School	
Asheville Nor. Sch. (Prep. Dept.)	J. E. Calfee	Asheville	I, B.
Bingham Mil. Academy	Col. S. R. McKee	Asheville	
Christ School	R. R. Harris	Arden	
Grove Park School	James Brooks	Asheville	II, B.
Montreat Nor. School	S. L. Woodward	Montreat	II, B.
Snyder Outdoor School for Boys	C. E. Snyder	Asheville, R-1	II, B.
Weaver College	C. H. Trowbridge	Weaverville	II, B.
BURKE:	R. L. Patton	Morganton	
Special Charter:			
Morganton	D. W. Maddox	Morganton	I, A.
Rural:			
Drexel	J. E. Hunter	Drexel	
Glen Alpine	W. T. Byrd	Glen Alpine	I, B. 1922
Hildebran	E. S. Teague	Hildebran	II, B. 1923
Valdese	C. C. Long	Valdese	
Olive Hill	P. E. Corpening	Morganton, R.F.D.	
Private:			
Rutherford College	A. R. Reep	Rutherford College	II, B. 1921
CABARRUS:	J. B. Robertson	Concord	
Special Charter:			
Concord	Hinton McLeod	Concord	I, AA.
Rural:			
Harrisburg	J. B. Stanley	Harrisburg	
Kannapolis	R. C. Cannon	Kannapolis	II, A. 1924
Midland	Thos. Litaker	Midland	
Rocky River	Frances Akerstrom	Harrisburg	
Winecoff	W. H. Mitchell	Concord, R-2	
Logan	F. T. Logan	Concord	
Private:			
Mont Amoena Seminary	C. L. T. Fisher	Mt. Pleasant	I, B.
Collegiate Institute	G. F. McAllister	Mt. Pleasant	I, B.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CALDWELL:	J. W. McIntosh	Lenoir	
Special Charter:			
Granite Falls	Columbus Andrews	Granite Falls	II, A. 1923
Lenoir	J. P. Leeper	Lenoir	I, A.
Rural:			
Collettsville	C. M. Abernathy	Collettsville	
Dudley Shoals	A. F. Sharpe	Granite Falls	
Hudson	Geo. E. Smith	Hudson	
Oak Hill	A. R. Crisp	Lenoir, R-2	II, B. 1923
Whitnel	W. E. Wilson	Whitnel	
Private:			
Davenport Preparatory School	C. L. Hornaday	Lenoir	II, B.
Patterson School	Hugh A. Dobbin	Legerwood	
CAMDEN:	L. L. Stevens	Indiantown	
Rural:			
Old Trap	J. P. Pegg	Old Trap	
Shiloh	S. M. Eddleman	Shiloh	
South Mills	F. M. Eason	South Mills	
CARTERET:	J. H. Workman	Beaufort	
Special Charter:			
Beaufort	R. L. Fritz, Jr.	Beaufort	
Morehead City	J. N. Roberson	Morehead City	I, A. 1922
Rural:			
Atlantic	Meriel Groves	Atlantic	II, B. 1924
Newport	C. F. Carroll, Jr.	Newport	II, B. 1923
Smyrna	H. C. Banks	Smyrna	II, B. 1925
Private:			
St. Pauls	E. F. Duncan	Beaufort	
CASWELL:	Robt. W. Isley	Yanceyville	
Rural:			
Anderson	R. W. Barnette	Union Ridge	
Cobb Memorial	F. B. Harton	Ruffin	
Leasburg		Mount Gilead	
Milton	J. E. Farrior, Jr.	Milton	
Pelham	W. J. Liles	Pelham	
Prospect Hill	Mrs. B. M. Warren	Prospect Hill	
Semora	Agnes Whitt	Semora	
Yanceyville (Bartlett Yancey)	S. H. Abell	Yanceyville	II, A. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CATAWBA:	J. A. Capps	Newton	
Special Charter:			
Hickory	Samuel Thompson	Hickory	I, A.
Newton	R. J. Hilker	Newton	I, A. 1922
Rural:			
Ball's Creek	R. D. Huitt	Catawba	II, B. 1925
Blackburn	D. J. Whitener	Newton, R-2	
Catawba	H. G. Kopenhaver	Catawba	II, B. 1925
Catawba County Farm-life	R. W. Whitener	Newton	II, A.
Claremont	A. P. Whisenhunt	Claremont	II, B. 1925
Highland	J. Loy Sox	Hickory	II, A. 1924
Longview		Hickory	
Maiden	Reginald Turner	Maiden	II, A. 1924
Mountain View	W. E. Abernathy	Hickory	
Monogram		Long Island	
Sherrill's Ford	C. M. Dickson	Sherrill's Ford	II, B. 1924
West Hickory	J. L. Kiser	West Hickory	II, A. 1924
White Church	R. N. Hoyle	Claremont, R-2	
Private:			
Concordia College	O. W. Kreinheder	Conover	II, B.
CHATHAM:	W. R. Thompson	Pittsboro	
Rural:			
Bells	J. F. Grigg	Apex	
Bennett	R. L. Forrester	Bennett	
Bonlee	R. C. Dorsett	Bonlee	II, A. 1922
Bynum	Archie Braxton	Bynum	
Goldston	C. L. Parker	Goldston	
Moncure	H. G. Self	Moncure	II, B. 1925
Pittsboro	A. V. Nolan	Pittsboro	II, A. 1923
Siler City	S. J. Husketh	Siler City	II, B.
CHEROKEE:	A. L. Martin	Murphy	
Special Charter:			
Andrews	L. B. Nichols	Andrews	I, B.
Murphy	B. R. Carroll	Murphy	I, B. 1923
CHOWAN:	R. H. Bachman	Edenton	
Special Charter:			
Edenton	Miss Paulina Hassell	Edenton	I, A.
Rural:			
Chowan	C. W. Riden	Edenton	II, B. 1923
CLAY:	Allen J. Bell	Hayesville	
Rural:			
Elf	J. A. Wood	Hayesville, R-3	
Hayesville	B. C. Jones	Hayesville	I, B. 1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CLEVELAND:	J. C. Newton	Shelby	
Special Charter:			
Kings Mountain	J. Y. Irvin	Kings Mountain	I, A.
Shelby	J. H. Grigg	Shelby	I, AA.
Rural:			
Fallston	W. R. Gary	Fallston	
Grover	B. F. Bird	Grover	
Lattimore	Lawton Blanton	Lattimore	II, B. 1925
Mooresboro	M. G. Latham	Mooresboro	
Piedmont	W. D. Burns	Lawndale	I, B.
Waco	I. J. Kellum	Waco	II, A. 1923
Private:			
Boiling Springs	J. D. Huggins	Boiling Springs	I, A.
COLUMBUS:	J. H. McIver	Whiteville	
Rural:			
Acme Delco	Mrs. Agnes Barnhardt	Acme	II, B. 1923
Bolton	Fabian Broadway	Bolton	
Cerro Gordo	C. C. Russ	Cerro Gordo	II, B. 1925
Chadbourn	Eugene Chesson	Chadbourn	II, B.
Evergreen	F. F. Thompson	Evergreen	II, A. 1925
Fair Bluff	C. M. Townsend	Fair Bluff	
Hallsboro	C. E. Mabry	Hallsboro	II, B. 1925
Tabor	P. S. Sykes	Tabor	II, A. 1924
Whiteville	G. O. Rogers	Whiteville	I, B.
CRAVEN:	R. S. Proctor	New Bern	
Special Charter:			
New Bern	J. M. Shields	New Bern	I, A.
Rural:			
Cove City	Harold Whitehurst	Cove City	
Craven County Farm-life School	F. W. Jarvis	Vanceboro	II, A.
Dover	H. Lee Thomas	Dover	II, A. 1922
Fort Barnwell	G. C. Bush	Dover, R-3	
Jasper	J. F. Pugh	New Bern, R-2	II, B. 1925
CUMBERLAND:	B. T. McBryde	Fayetteville	
Special Charter:			
Fayetteville	R. R. Harley	Fayetteville	I, AA.
Rural:			
Cedar Creek	A. B. Alderman	Cedar Creek	
Eastover	W. C. Eagles	Fayetteville, R.F.D.	II, B. 1924
Falcon	A. C. Holland	Falcon	
Godwin	John W. Heath	Godwin	
Grays Creek	A. B. Collins	Hope Mills, R-2	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CUMBERLAND: (*Continued*)			
Hope Mills	K. A. McDonald	Hope Mills	II, B. 1925
Lan Tabor		Linden	
Linden	D. C. Mosteller	Linden	
Massey Hill	H. H. Hamilton	Fayetteville, R.F.D.	
South River	J. D. Messick	Wade	II, B. 1925
Seventy-first	J. W. Carrell	Fayetteville, R-3	II, A. 1925
Stedman	J. D. Jerome	Stedman	II, B. 1925
Sunnyside	R. W. McDonald	Fayetteville, R.F.D.	
Wade	D. S. McCormick	Wade	
CURRITUCK:	Maud C. Newbury	Currituck	
Rural:			
Moyock	C. N. Baughan	Moyock	I, B. 1924
Poplar Branch	R. C. Mayo, Jr.	Poplar Branch	I, B. 1921
DARE:	E. W. Pearson	Manteo	
Rural:			
Hatteras	Ethel B. Williford	Hatteras	
Buxton		Buxton	
Manteo	L. R. Williford	Manteo	II, B.
Wanchese	Chas. R. Roe	Wanchese	
DAVIDSON:	S. G. Hasty	Lexington	
Special Charter:			
Lexington	T. D. Stokes	Lexington	I, A.
Thomasville	P. C. Newton	Thomasville	I, A.
Rural:			
Arcadia	Curtis Bivens	Welcome	II, B. 1924
Churchland	C. E. Snoddy	Linwood, R-1	I, B.
Denton	W. C. Harward	Denton	II, A. 1924
Linwood	A. L. Elliott	Linwood	
Pilot	H. E. White	Thomasville, R.F.D.	
Reeds	O. M. Staton	Lexington, R-3	
Southmont	E. C. Willis	Southmont	
Tyro	E. R. Smith	Lexington, R.F.D.	
Welcome	J. Carl Sink	Welcome	II, B. 1924
Private:			
Baptist Orphanage	T. A. Whitener	Thomasville	I, B. 1925
Liberty Piedmont	E. F. Mumford	Wallburg	II, A. 1923
DAVIE:	E. P. Bradley	Mocksville	
Special Charter:			
Mocksville	E. C. Staton	Mocksville	I, B. 1922
Rural:			
Cana	Mrs. C. S. Eaton	Cana, R-1	
Farmington	Mrs. W. S. Wellborn	Farmington	II, B. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
DAVIE:			
(Continued)			
Fork Church	J. Minor	Mocksville, R-3	
Jerusalem	S. M. Holton, Jr.	Cooleemee	II, A. 1924
Shady Grove	L. P. Hendrix	Advance	II, B. 1925
Smith Grove	R. E. Mills	Advance	
DUPLIN:	B. C. Siske	Warsaw	
Special Charter:			
Faison	H. T. Ray	Faison	II, B. 1924
Teacheys	Geo. B. Robbins	Teacheys	II, A.
Warsaw	J. S. Fleming	Warsaw	I, B. 1922
Rural:			
Beulaville	Mrs. M. A. Stone	Beulaville	II, B. 1925
Calypso	C. H. Walker	Calyspo	
Chinquapin	R. L. Marsh	Chinquapin	
Kenansville	I. C. Pait	Kenansville	
Magnolia	Dan Byrd	Magnolia	II, A. 1924
Rose Hill	E. C. Jernigan	Rose Hill	II, A. 1923
Wallace	I. H. Butt	Wallace	II, A. 1921
DURHAM:	L. H. Barbour	Durham	
Special Charter:			
Durham	C. E. Phillips	Durham	I, AA.
Rural:			
Bethesda	P. G. Farrar	Durham, R-6	II, B. 1924
East Durham	Herman Jernigan	East Durham	I, A.
Lakewood	A. A. Long	Durham, R-1	
Lowe's Grove	O. K. Goodwin	Durham, R-3	II, B. 1922
Mangum (Bahama)	R. C. Holton	Bahama	II, B. 1925
Mineral Spring	B. F. Kendall	Durham, R-8	
West Durham	D. T. Stutts	West Durham	I, B.
EDGECOMBE:	W. H. Pittman	Tarboro	
Special Charter:			
Rocky Mount	Z. L. Foy	Rocky Mount	I, AA.
Tarboro	S. T. Emory	Tarboro	I, B.
Rural:			
Battleboro	Wm. J. Barefoot	Battleboro	
Conetoe	J. C. Horner	Conetoe	
Crisp	W. R. Echols	Tarboro, R-2	
Leggett	P. S. White	Tarboro, Box 524	
Macclesfield	R. A. Phillips	Macclesfield	
Pinetops	N. E. Gresham	Pinetops	
Speed	W. J. Bundy	Speed	
West Edgecombe	M. T. Tanner	Rocky Mount	II, A. 1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
FORSYTH:	T. H. Cash	Winston-Salem	
Special Charter:			
Kernersville	R. A. Sullivan	Kernersville	II, A. 1922
Winston-Salem	J. W. Moore	Winston-Salem	I, AA.
Rural:			
Clemmons	J. F. Brower	Clemmons	II, A. 1922
Lewisville	J. H. White	Lewisville	
Mineral Springs	W. A. Sowers	Winston-Salem, R-3	
Old Richmond	J. F. Scott	Tobaccoville	II, B. 1924
Old Town	J. O. Rodgers	Winston-Salem	II, B. 1925
Rural Hall	T. S. Neale	Rural Hall	II, B. 1925
Sedge Garden	J. R. Rhue	Kernersville	
Vienna	W. B. Speas	Pfafftown	
Walkertown	W. L. Ingold	Walkertown	II, A. 1924
Private:			
Salem Academy	E. J. Heath	Winston-Salem	I, B.
FRANKLIN:	E. L. Best	Louisburg	
Special Charter:			
Franklinton	Hoy Taylor	Franklinton	I, B.
Louisburg	W. R. Mills	Louisburg	I, B.
Youngsville	C. B. Howard	Youngsville	
Rural:			
Bunn	L. H. Davis	Bunn	II, A. 1922
Cedar Rock	T. H. Sledge	Louisburg, R-4	II, B. 1924
Epsom	Miss Lillian Johnson	Epsom	
Justice	P. L. Worrell	Spring Hope, R-2	
Private:			
Louisburg College Academy	Miss Sallie P. Betts	Louisburg	II, B.
GASTON:	F. P. Hall	Gastonia	
Special Charter:			
Bessemer City	C. M. Tatum	Bessemer City	II, A. 1921
Cherryville	Hunter Huss	Cherryville	II, A.
Gastonia	J. Eris Cassell	Gastonia	I, AA.
Rural:			
Belmont	J. G. Bamette	Belmont	I, A. 1922
Cramerton	A. K. Pierce, Jr.	Cramerton	
Dallas	C. B. Hawkins	Dallas	II, A. 1925
Highland	J. A. Rollins	Gastonia	
Lowell	J. M. Holbrook	Lowell	II, B. 1925
Mount Holly	C. E. Rozzelle	Mount Holly	II, A.
Ranlo	A. C. Warlick	Gastonia, R-2	
Stanley	W. R. Rhyne	Stanley	II, A. 1923
Tryon	H. M. Loy	Bessemer City	II, A. 1923
Private:			
Belmont Abbey	Stanislaus Bethel	Belmont	II, A. 1924
Sacred Heart Academy	Sister M. Boyde	Belmont	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
GATES:	J. M. Glenn	Gatesville	
Rural:			
Gates	T. J. Jessup	Gates	
Gatesville	L. C. Hand	Gatesville	
Hall (Eure)	James Howell	Eure	
Hobbsville	M. L. Rowland	Hobbsville	
Sunbury	E. L. Derrick	Sunbury	II, B. 1923
GRAHAM:	J. H. Moody	Robbinsville	
Rural:			
Robbinsville	W. Guy Justis	Robbinsville	II, A. 1924
GRANVILLE:	J. F. Webb	Oxford	
Special Charter:			
Oxford	N. W. Weldon	Oxford	I, A.
Rural:			
Berea	R. M. Usry	Berea	
Creedmoor	J. A. Pitts	Creedmoor	II, A. 1922
Oak Hill	W. C. Poe	Virgilina, Va.	
Stem	J. G. Feezor	Stem	II, A. 1923
Stovall	R. C. Young	Stovall	II, A. 1923
Wilton	R. F. Coats	Franklinton, R-1	II, A. 1924
Private:			
Oxford Orphanage	Miss Nettie N. Bemis	Oxford	I, B. 1924
GREENE:	H. G. Robertson	Snow Hill	
Rural:			
Hookerton	W. P. Moore	Hookerton	
Snow Hill	M. R. Mahaffey	Snow Hill	I, B. 1923
Walstonburg	H. W. Carter	Walstonburg	
GUILFORD:	Thomas R. Foust	Greensboro	
Special Charter:			
Greensboro (Central)	C. W. Phillips	Greensboro	I, AA.
High Point	L. R. Johnson	High Point	I, AA.
Rural:			
Alamance	O. C. Johnson	Greensboro, R-6	
Bessemer	W. E. Younts	Greensboro, R-2	II, A. 1924
Gibsonville	J. H. Joyner	Gibsonville	II, B. 1925
Guilford College	Sallie B. Newman	Guilford College	II, A. 1924
Jamestown	W. A. White, Jr.	Jamestown	II, A.
Jonesboro		Jonesboro	
McLeansville	E. E. Farlow	McLeansville	II, B. 1925
Monticello	L. H. Floyd	Brown Summit	
Nathaniel Greene	R. M. Utley	Liberty	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
GUILFORD: *(Continued)*			
Oak Ridge	Miss Notre M. Johnson	Oak Ridge	
Pleasant Garden	W. H. Crawford	Pleasant Garden	II, A.
Pomona	H. A. Helms	Greensboro	II, A. 1922
Rankin	H. G. Waters	Greensboro, R-4	
South Buffalo	E. S. McBane	Greensboro, R-6	II, B. 1924
Summerfield	L. R. Casey	Summerfield	II, B. 1925
Private:			
Greensboro Bible and Lit. School	E. D. Owen	Greensboro	
Oak Ridge Institute	T. E. Whitaker	Oak Ridge	I, B.
HALIFAX:	A. E. Akers	Roanoke Rapids	
Special Charter:			
Enfield	R. Hunter Pope	Enfield	I, B.
Roanoke Rapids	C. W. Davis	Roanoke Rapids	I, A.
Scotland Neck	H. M. Roland	Scotland Neck	I, B.
Weldon	Miss Narcissa B. Daniel	Weldon	I, B.
Rural:			
Aurelian Springs	V. C. Matthews	Littleton	
Hollister	J. J. Beale	Hollister	
HARNETT:	B. P. Gentry	Lillington	
Special Charter:			
Dunn	B. E. Lohr	Dunn	I, A. 1922
Lillington	B. D. Bunn	Lillington	II, A. 1921
Rural:			
Angier	I. J. Stephenson	Angier	II, B. 1925
Barbecue	C. H. Dula	Olivia	
Bunn Level	J. M. Farmer	Bunn Level	
Coats	J. H. Taylor	Coats	II, B. 1925
Erwin (Duke)	T. W. Sprinkle	Erwin	II, B. 1925
LaFayette	W. M. Lovelace	Chalybeate Springs	II, A. 1925
Private:			
Buie's Creek Academy	J. A. Campbell	Buie's Creek	I, A.
HAYWOOD:	W. C. Allen	Waynesville	
Special Charter:			
Canton	R. J. Reveley	Canton	I, A.
Waynesville	R. O. Edgerton	Waynesville	I, A.
Rural:			
Bethel	Fred L. Stafford	Woodrow	II, B. 1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
HAYWOOD: *(Continued)*			
Clyde	Chas. F. Owen	Clyde	II, B. 1925
Rock Hill	W. F. Albright	Waynesville, R-2	
Private:			
Haywood Institute	P. A. Roberts	Clyde	II, A. 1921
HENDERSON:	R. G. Anders	Hendersonville	
Special Charter:			
Hendersonville	H. C. Mardis	Hendersonville	I, A.
Rural:			
East Flat Rock	Miss Bessie Steedman	East Flat Rock	II, B. 1925
Flat Rock	J. E. Ockerman	Flat Rock	
Mills River	Miss Bessie Jordan	Horse Shoe	II, B. 1924
Private:			
Fassifern	J. R. Sevier	Hendersonville	I, B.
Fruitland Institute	N. A. Melton	Hendersonville	I, B.
HERTFORD:	N. W. Britton	Winton	
Rural:			
Ahoskie	C. B. Garrett	Ahoskie	II, A. 1921
Como	A. C. Bergeron	Como	
Harrellsville	J. R. Brown	Harrellsville	
Murfreesboro	C. C. Graves	Murfreesboro	
Winton	P. D. Rudd	Winston	
HOKE:	W. P. Hawfield	Raeford	
Rural:			
Antioch	Fred Abernathy	Red Springs	
Mildouson	Joe Osborne	Dunderrach	
Raeford	J. M. Stackhouse	Raeford	I, B.
Rockfish	C. D. Williams	Rockfish	
HYDE:	E. W. Joyner	Swan Quarter	
Rural:			
Englehard	C. E. Topping	Englehard	
Fairfield	C. F. Copeland	Fairfield	
Lake Landing		Lake Landing	II, B. 1923
Ocracoke	J. H. Andrews	Ocracoke	
Sladesville	M. H. Judd	Scranton	
Swan Quarter	G. M. Guthrie	Swan Quarter	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
IREDELL:	Miss Celeste Henkel	Statesville	
Special Charter:			
Mooresville	B. E. Littlefield	Mooresville	I, A.
Statesville	W. R. Kirkman	Statesville	I, AA.
Rural:			
Cool Springs	R. W. Adams	Cleveland	II, B. 1923
Harmony (Iredell County F-l)	R. H. Lankford	Harmony	II, A.
Scotts	W. P. Whitesides	Scotts	II, A. 1923
Sharon	C. H. Cathey	Eufola	II, B. 1925
Troutman	R. S. Shore	Troutman	II, A. 1923
Union Grove	S. B. Smithey	Jennings	
Private:			
Mitchell Academy	G. H. Ellmore	Statesville	II, B. 1923
Presbyterian Orphanage	T. L. O'Kelly	Barium Springs	
JACKSON:	J. N. Wilson	Sylva	
Rural:			
Cullowhee	P. W. Alexander	Cullowhee	I, B.
Qualla	W. C. Reed	Whittier	
Sylva	A. C. Lovelace	Sylva	II, A. 1922
Webster	C. R. Bird	Webster	II, B. 1925
Private:			
Sylva Collegiate Institute	J. C. Hough	Sylva	I, B. 1924
JOHNSTON:	H. B. Marrow	Smithfield	
Special Charter:			
Clayton	Vann B. Stringfield	Clayton	I, A.
Selma	N. G. Woodlief	Selma	I, A.
Smithfield	N. C. Shuford	Smithfield	I, A.
Rural:			
Archer Lodge	J. W. King	Clayton, R.F.D.	
Benson	H. C. Renegar	Benson	II, A. 1922
Four Oaks	J. T. Hatcher	Four Oaks	II, A. 1924
Glendale	E. T. Boyette	Kenly, R.F.D.	
Kenly	G. T. Whitley	Kenly	II, A. 1923
Meadow	A. G. Glenn	Benson, R.F.D.	
Micro	G. M. Moser	Micro	
Pine Level	I. B. Talton	Pine Level	
Princeton	M. P. Young	Princeton	II, B. 1925
Wilson's Mills	Nathan Womack	Wilson's Mills	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
JONES:	Manly Fulcher	Trenton	
Rural:			
Maysville	W. V. Wilkinson	Maysville	II, B. 1924
Pollocksville	Alex H. White	Pollocksville	II, B. 1924
Trenton	G. O. Mudge	Trenton	II, B. 1923
LEE:	C. E. Teague	Sanford	
Special Charter:			
Jonesboro	T. T. Lanier	Jonesboro	I, B.
Sanford	J. S. Truitt	Sanford	I, A.
Rural:			
Broadway	M. L. Neal	Broadway	II, B. 1925
LENOIR:	E. E. Sams	Kinston	
Speical Charter:			
Kinston	E. B. Fisher	Kinston	I, AA.
LaGrange	M. A. Honeycutt	LaGrange	I, B.
Rural:			
Contentnea	G. C. Buck	Kinston, R-1	II, A. 1925
Moss Hill	E. W. Glass	Kinston, R.F.D. 4.	
Pink Hill	B. B. Holder	Pink Hill	II, A. 1923
LINCOLN:	L. B. Beam	Lincolnton	
Special Charter:			
Lincolnton	W. E. Gladstone	Lincolnton	I, A.
Rural:			
Asbury	Miss Betty Coon	Lincolnton, R.F.D.	
Crouse	O. L. Kiser	Crouse	
North Brook	Miss Dora Rhodes	Cherryville, R-3	II, B. 1925
Rock Springs	C. E. McIntosh	Denver	II, A. 1925
Union	H. B. Kiser	Lincolnton, R.F.D.	
MACON:	M. D. Billings	Franklin	
Special Charter:			
Franklin	A. L. Bramlett	Franklin	I, B. 1921
Rural:			
Iotla	M. P. Wright	Franklin, R-3	
MADISON:	O. S. Dillard	Marshall	
Rural:			
Mars Hill	Ethel E. English	Mars Hill	
Marshall	D. W. Kanoy	Marshall	I, B. 1923
Walnut	H. W. Cook	Walnut	II, B. 1924
Private:			
Mars Hill College	R. L. Moore	Mars Hill	I, A.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MARTIN:	R. A. Pope	Williamston	
Rural:			
Everetts	R. T. Johnson	Everetts	
Hamilton	J. L. Jones	Hamilton	
Jamesville	C. O. Small	Jamesville	II, B. 1925
Oak City	H. M. Ainsley	Oak City	II, B. 1924
Parmele	B. O. Dupree	Parmele	
Robersonville	R. I. Leake	Robersonville	II, A. 1923
Williamston	J. S. Seymour	Williamston	II, B.
Bear Grass	S. M. Lee	Williamston, R.F.D. 2	
Gold Point	L. B. Wynne	Robersonville, R.F.D.	
Farm Life	J. D. Lilley	Williamston, R.F.D. 4	
McDOWELL:	N. F. Steppe	Marion	
Special Charter:			
Marion	A. W. McDougle	Marion	I, A.
Old Fort	Geo. B. Strickland	Old Fort	I, B. 1922
Rural:			
Glenwood	Geo. L. Smith	Nealsville	II, B. 1924
Nebo	Y. V. A. Riser	Nebo	II, B. 1923
MECKLENBURG:	J. M. Matthews	Charlotte	
Special Charter:			
CHARLOTTE:			
Alexander Graham Junior High	A. M. Elliott	Charlotte	
Central	E. H. Garinger	Charlotte	I, AA.
Davidson	H. L. Elliott, Jr.	Davidson	II, B. 1922
Rural:			
Bain (Mint Hill)	Harry L. Griffin	Matthews, R-19	
Big Springs	H. P. Hamilton	Charlotte, R-4	
Clear Creek	W. W. McComb	Allen	
Cornelius	W. E. Pell	Cornelius	II, A. 1922
Derita	F. W. Webster	Derita	II, B. 1924
Dixie	R. A. Grier	Charlotte, R-11	
Hickory Grove	R. F. Plaxco	Charlotte, R-9	
Hoskins	G. B. Coon	Charlotte, R.F.D.	
Huntersville	W. D. Loy	Huntersville	II, A. 1925
Long Creek	B. S. Plaxco	Huntersville, R-20	II, A. 1925
Matthews	G. N. Neel	Matthews	II, A. 1924
Newell	T. C. Lingerfeldt	Newell	
North Charlotte	Leroy Dulin	Charlotte, R-8	
Oak Dale	J. B. Potts	Charlotte, R-6	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MECKLENBURG: (*Continued*)			
Oakhurst	W. S. Hough	Charlotte, R-1	
Paw Creek	J. H. Knox	Paw Creek	II, B. 1924
Piedmont Junior High School	U. S. Alexander	Charlotte	
Pineville	O. A. Tuttle	Pineville	II, B. 1924
Sardis-Carmel	W. E. Powell	Charlotte, R-1	
Sharon	C. C. Stroup	Charlotte, R-1	
Steel Creek (Observer)	W. C. Merritt	Pineville, R-15	
Vocational	H. K. Moore	Charlotte	
Woodlawn	D. C. Shaw, Jr.	Charlotte, R-2	
Private:			
Southern Industrial Institute	F. M. Matthews	Charlotte	
MITCHELL:	J. B. Deyton	Forbes	
Special Charter:			
Spruce Pine (Harris)	Edward Warrick	Spruce Pine	II, B. 1924
Rural:			
Bakersville	J. R. Carr	Bakersville	II, A. 1924
MONTGOMERY:	J. S. Edwards	Troy	
Rural:			
Biscoe	R. S. Rainey	Biscoe	II, B. 1925
Candor	T. B. Mauney	Candor	II, A. 1924
Mt. Gilead	J. H. Newell	Mt. Gilead	II, A. 1922
Star	R. C. Kiser	Star	II, A. 1925
Troy	Harold Krauss	Troy	II, A. 1921
MOORE:	A. B. Cameron	Carthage	
Special Charter:			
Aberdeen	D. H. Cooke	Aberdeen	I, B. 1923
Cameron	J. Clyde Kelly	Cameron	
Carthage	O. B. Welch	Carthage	I, B.
Southern Pines	W. F. Allen	Southern Pines	II, A. 1923
Vass-Lakeview	W. D. Matthews	Vass	II, B. 1924
Rural:			
Elise	Allen Jones	Hemp	
Eagle Springs	R. D. Redfern	Eagle Springs	
Jackson Springs	E. O. Smithdeal	Jackson Springs	II, A. 1922
Pinehurst	W. P. Morton	Pinehurst	II, B. 1925
Sandhill Farm-life School	R. G. Hutcheson	Vass, R-1	II, A.
Highfalls	J. M. Weatherly	Highfalls	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
NASH:	Linwood S. Inscoe	Nashville	
Special Charter:			
Spring Hope	J. E. McLean	Spring Hope	II, A. 1923
Rural:			
Bailey	L. H. McNeely	Bailey	
Bunn	Elizabeth Hyman	Rocky Mount, R.F.D.	II, B. 1925
Castalia	W. E. Whisnant	Castalia	
Middlesex	C. L. Eaddy	Middlesex	II, B. 1923
Nashville	Curtis Crissman	Nashville	I, B. 1923
Red Oak Farm-life School	H. A. Nanney	Red Oak	II, A.
Whitakers	V. W. McGhee	Whitakers	II, A. 1924
NEW HANOVER:	W. A. Graham	Wilmington	
Special Charter:			
Wilmington	Malcolm G. Little	Wilmington	I, AA.
NORTHAMPTON:	P. J. Long	Jackson	
Rural:			
Conway	T. R. Everett	Conway	
Jackson	J. L. Dennis	Jackson	
Rich Square	Mrs. J. H. Boyce	Rich Square	I, B.
Seaboard	H. M. Lynch	Seaboard	II, B. 1922
Severn	H. M. Finch	Severn	
Woodland-Olney	L. Bruce Gunter	Woodland	II, A. 1923
ONSLOW:	W. M. Thompson	Jacksonville	
Rural:			
Jacksonville	S. H. Willis	Jacksonville	II, A. 1922
Richlands	R. C. Zimmerman	Richlands	II, A. 1922
Swansboro	R. G. Stephens	Swansboro	
ORANGE:	R. H. Claytor	Hillsboro	
Special Charter:			
Chapel Hill	Nellie H. Graves	Chapel Hill	I, A.
Rural:			
Aycock (Cedar Grove)	M. L. Shepherd	Hillsboro, R-2	II, B. 1925
Efland	E. B. Goodwin	Efland	
Hillsboro	G. A. Brown	Hillsboro	II, A. 1923
PAMLICO:	T. B. Attmore	Vandemere	
Rural:			
Alliance	R. H. Smathers	Alliance	II, A. 1923
Arapahoe	Z. E. Brinson	Arapahoe	II, A. 1923
Hobucken	J. W. Hamilton	Hobucken	II, B. 1925
Oriental	E. R. Perry	Oriental	II, A. 1923
Stonewall	W. G. Johnston	Stonewall	II, A. 1922

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
PASQUOTANK:	M. P. Jennings	Elizabeth City	
Special Charter:			
Elizabeth City	A. B. Combs	Elizabeth City	I, AA.
Rural:			
Newland	B. L. White	Elizabeth City, R-4	
Weeksville	R. T. Ryland	Weeksville	II, A. 1925
PENDER:	T. T. Murphy	Burgaw	
Rural:			
Atkinson	P. B. Pollock	Atkinson	II, B. 1923
Burgaw	Arnold Hall	Burgaw	II, A.
Long Creek-Grady	I. B. Hudson	Rocky Point	II, B. 1925
Maple Hill	A. F. Leighton	Maple Hill	
Rocky Point	T. H. Biles	Rocky Point	
PERQUIMANS:	E. E. Bundy	Hertford	
Rural:			
Perquimans County	W. J. Taylor	Hertford	I, B. 1923
PERSON:	B. I. Satterfield	Roxboro	
Special Charter:			
Roxboro	R. B. Dawes	Roxboro	II, A. 1925
Rural:			
Allensville	D. H. Crumpton	Roxboro, R-2	
Bethel Hill	King D. Brown	Woodsdale, R-2	II, A. 1924
Bushy Fork	J. S. Merritt	Roxboro, R-1	
Helena	R. C. Garrison	Timberlake	II, B. 1924
Olive Hill		Roxboro, R-3	
PITT:	R. G. Fitzgerald	Greenville	
Special Charter:			
Ayden	J. K. Long	Ayden	II, A.
Greenville	J. A. Keech	Greenville	I, A.
Rural:			
Arthur	Miss Laura Caldwell	Bell Arthur	
Bethel	E. B. Page	Bethel	I, B. 1924
Falkland		Falkland	
Farmville	Raymond Peele	Farmville	I, B.
Fountain	Guy B. Rhodes	Fountain	
Grifton	W. G. Coltrane	Grifton	II, B. 1921
Grimesland	W. J. Smith, Jr.	Grimesland	
Winterville	D. H. Conley	Winterville	II, B

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
POLK:	E. W. S. Cobb	Columbus	
Special Charter:			
Tryon	W. A. Schilletter	Tryon	II, B. 1925
Rural:			
Greens Creek	E. T. Hines	Campobello, S. C., R-4	II, B. 1925
Mill Spring	J. W. Brown	Mill Spring	
Saluda	W. H. Cale	Saluda	II, B. 1923
Stearns	N. L. Wessinger	Columbus	II, B.
Hillcrest Inst.	Rev. R. N. Hunter	Landrum, S. C., R-4	
RANDOLPH:	T. F. Bulla	Asheboro	
Special Charter:			
Asheboro	W. H. McMahan	Asheboro	I, A.
Franklinville	Fred Burgess	Franklinville	
Ramseur	M. R. Ingram	Ramseur	II, B. 1923
Randleman	C. C. Carroll	Randleman	II, A. 1924
Rural:			
Farmer	F. A. Ficquett	Farmer	
Liberty	D. C. Holt	Liberty	II, A. 1923
Seagrove	A. E. Poston	Seagrove	
Trinity	R. D. Marsh	Trinity	II, A. 1924
Staley	Harvey White	Staley	
RICHMOND:	L. J. Bell	Rockingham	
Special Charter:			
Hamlet	H. M. Kyzer	Hamlet	I, A.
Rockingham	Kate Finley	Rockingham	I, A.
Rural:			
Covington	C. H. McGregor	Covington	
Derby Memorial*	M. K. Carswell	Jackson Springs, R-2	
Ellerbe	Millard E. Queener	Ellerbe	II, A. 1923
Hoffman	H. D. Epting	Hoffman	
Norman	R. A. Gardner	Norman	
Oak Ridge	Kate M. Johnston	Hamlet, R.F.D.	
Peachland	L. T. Rogers	Marston	
ROBESON:	J. R. Poole	Lumberton	
Special Charter:			
Lumberton	G. B. Lay	Lumberton	I, A.
Maxton	C. L. Greene	Maxton	I, B. 1923
Rural:			
Barnesville	N. C. Barefoot	Barnesville	
B. T. H. S.	D. B. Oliver	Lumberton, R-1	II, B. 1925
Fairmont	T. S. Teague	Fairmont	I, B. 1923
Floral College	E. W. Fort	Maxton, R.F.D.	
Indian Normal	S. T. Liles	Pembroke	II, A. 1924
Liberty	H. F. Lambert	Maxton, R-3	
Lumber Bridge	L. H. Fogleman	Lumber Bridge	II, B. 1925
Orrum	R. L. Pittman	Orrum	II, B. 1923

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ROBESON: (*Continued*)			
Parkton	G. E. Parrott	Parkton	I, B. 1923
Philadelphus	W. L. McNeill	Red Springs	II, B. 1922
Red Springs	J. L. Duncan	Red Springs	II, B. 1923
Rowland	J. F. Sinclair	Rowland	I, B.
St. Pauls	E. R. Franklin	St. Pauls	I, B.
Private:			
Carolina College	E. J. Green	Maxton	II, B. 1923
ROCKINGHAM:	J. H. Allen	Reidsville	
Special Charter:			
Madison	J. C. Lassiter	Madison	II, A. 1922
Reidsville	E. V. Stowitts	Reidsville	I, AA.
Ruffin	M. B. Andrews	Ruffin	II, B. 1925
Rural:			
Bethany	W. D. Lambeth	Summerfield	II, A. 1925
Leaksville	C. H. Weatherly	Leaksville	II, A.
Stoneville	Owen Odum	Stoneville	II, B. 1923
Wentworth	H. K. Dorsett	Wentworth	II, B. 1925
ROWAN:	George Howard	Salisbury	
Special Charter:			
East Spencer	R. S. Lennon	East Spencer	
Salisbury	F. B. John	Salisbury	I, AA.
Spencer	W. F. Shealy	Spencer	I, A.
Rural:			
Granite Quarry		Granite Quarry	
Landis	J. D. Tickle	Landis	II, B. 1924
Mount Ulla	H. E. Hendrick	Mount Uulla	
Rockwell	R. Lee Trexler	Rockwell	
Rowan County Farm-life	O. B. Jones	China Grove	II, A.
Woodleaf	C. A. Furr	Woodleaf	
RUTHERFORD:	C A. Erwin	Rutherfordton	
Special Charter:			
Cool Springs (Forest City)	E. G. Lee	Forest City	I, A.
Rutherfordton-Spindale	L. E. Spikes	Rutherfordton	I, B. 1925
Rural:			
Cliffside	C. C. Erwin	Cliffside	I, B. 1923
Ellenboro	R. B. Tapp	Ellenboro	
Henrietta-Caroleen	H. C. Thompson	Caroleen	I, B. 1923
Private:			
Round Hill Academy	N. R. Prickett	Union Mills	II, B. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Cass—Date
SAMPSON:	J. L. Hathcock	Clinton	
Special Charter:			
Clinton	C. B. Thomas	Clinton	II, A.
Rural:			
Franklin	Robt. R. Walker	Kerr	II, A. 1924
Garland	R. E. Williford	Garland	
Ingold	W. B. Barnes	Ingold	II, B. 1925
Newton Grove	R. T. Moore	Newton Grove	
Roseboro	D. V. Carter	Roseboro	II, A. 1922
Salemburg	R. R. Cusick	Salemburg	II, A. 1921
Shady Grove	J. E. Redfern	Dunn, R-6	II, A. 1924
Turkey		Turkey	
Mingo Academy	Mrs. Dora W. Knight	Cooper	
Private:			
Pineland School for Girls	Mr. & Mrs. W. J. Jones	Salemburg	I, B.
SCOTLAND:	L. M. Peele	Laurinburg	
Special Charter:			
Rockdale (Gibson)	C. Grigg	Gibson	I, B. 1923
Laurinburg	J. R. Thompson	Laurinburg	I, A.
Rural:			
Laurel Hill	T. E. Stough	Laurel Hill	
Spring Hill	J. J. Pence	Wagram	
STANLY:	Charles A. Reap	Albemarle	
Special Charter:			
Albemarle	J. P. Sifford	Albemarle	I, A.
Norwood	C. J. Scott	Norwood	II, A. 1923
Rural:			
Aquadale	J. P. Lowder	Aquadale	
Badin		Badin	I, B.
Clairmont	E. E. Morgan	Palmerville	
Endy	Brooks Jerome	Albemarle, R-6	
East Albemarle	Mrs. Ingram	Albemarle, R.F.D.	
Millingport	M. M. Palmer	Albemarle, R-3	
New London	P. D. Baird	New London	
Oakboro	C. H. McRee	Oakboro	II, A. 1923
Richfield	H. J. Fleming	Richfield	
Stanfield	B. T. Hale	Stanfield	II, B. 1925
Yadkin Mineral Springs	E. F. Eddins	Palmerville	
Private:			
Albemarle Normal	Katie B. Pridgen	Albemarle	
Mitchell Home School	Annie B. Gowell	Misenheimer	II, B. 1922

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
STOKES:	J. C. Carson	Germanton	
Rural:			
Francisco	J. T. Smith	Francisco	
Germanton	C. M. Felts	Germanton	
King	H. A. Carroll	King	II, B. 1922
Meadows	A. A. Keener	Meadows	
Nancy Jane Cox Reynolds Memorial	W. C. Dutton	Westfield	
Pine Hall	Geo. P. Hunt	Pine Hall	
Pinnacle	J. C. Colley	Pinnacle	II, B. 1925
Walnut Cove	M. T. Chilton	Walnut Cove	II, A. 1922
SURRY:	E. S. Hendren	Mount Airy	
Special Charter:			
Elkin	J. H. Allred	Elkin	I, B. 1924
Mount Airy	Margaret Sparger	Mount Airy	I, A.
Pilot Mountain	E. P. Mendenhall	Pilot Mountain	II, A. 1925
Rural:			
Copeland	Arthur F. Graham	Rockford	
Dobson	A. O. Joines	Dobson	II, A. 1923
Westfield	O. H. Hauser	Westfield	
White Plains	I. O. Hauser	White Plains	
Private:			
Mountain Park Institute	W. E. Wilson	Mountain Park	II, B. 1925
SWAIN:	N. E. Wright	Bryson City	
Rural:			
Almond	G. T. Windell	Almond	II, B. 1922
Bryson City	E. B. Carroll	Bryson City	II, A.
Whittier	C. C. Hanson	Whittier	
TRANSYLVANIA:	T. C. Henderson	Brevard	
Rural:			
Brevard	W. W. Hanaman	Brevard	I, B. 1923
Rosman	V. E. Wessinger	Rosman	II, B. 1923
Private:			
Brevard Institute	O. H. Orr	Brevard	I, A.
TYRRELL:	W. D. Cox	Columbia	
Rural:			
Columbia	L. E. Stuart	Columbia	II, A. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
UNION:	Ray Funderburk	Monroe	
Special Charter:			
Monroe	R. N. Ledford	Monroe	I, A.
Rural:			
Benton Heights	L. C. Broome	Monroe	
Indian Trail	W. Q. Grigg	Indian Trail	
Marshville	C. F. Gaddy	Marshville	II, A. 1923
Mineral Springs	A. E. Lee	Mineral Springs	
Prospect	P. O. Purser	Mineral Springs, R.F.D.	II, B. 1924
Union	J. B. Haney	Monroe, R-1	
Unionville	L. A. Price	Unionville	II, A. 1924
Waxhaw	E. H. Broome	Waxhaw	II, A. 1924
Wesley Chapel	R. L. Patrick	Monroe, R-5	II, B. 1924
Wingate	W. M. Jenkins	Wingate	
Private:			
Wingate Junior College	C. M. Beach	Wingate	I, B.
VANCE:	E. M. Rollins	Henderson	
Special Charter:			
Henderson	A. P. Sledd	Henderson	I, A.
Rural:			
Dabney	J. R. Nixon	Dabney	
Townesville	R. F. Estes	Townesville	II, B. 1925
Vance County Farm-life	Lee B. Durham	Middleburg	II, B.
Zeb Vance	C. M. Billings, Jr.	Kittrell	
WAKE:	John C. Lockhart	Raleigh	
Special Charter:			
Raleigh	C. E. Wessinger	Raleigh	I, A.
Wake Forest	C. H. Pinner	Wake Forest	I, A. 1924
Rural:			
Apex	Randolph Benton	Apex	II, A. 1922
Bayleaf		Neuse	
Cary	M. B. Dry	Cary	II, A.
Fuquay Springs	W. E. Fleming	Fuquay Springs	II, A. 1922
Garner	L. W. Umstead	Garner	II, A. 1924
Green Level	G. M. Beavers	Apex, R-1	
Knightdale	Miss Gladys Thoroughgood	Knightdale	
Holly Springs		Holly Springs	
Millbrook	E. L. Wehrenberg	Millbrook	II, B. 1924
State School for Blind	H. C. Griffin	Raleigh	I, B. 1923
Wakelon	B. H. Johnson	Zebulon	II, A.
Wendell	W. C. Strowd	Wendell	II, A. 1922
West Wake	A. T. Holleman	New Hill	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office Address of Schoo	Accredited Class—Date
WAKE: (*Continued*)			
Private:			
Peace Institute	W. C. Pressly	Raleigh	II, A.
St. Mary's School	W. W. Way	Raleigh	II, A.
WARREN:	J. Edward Allen	Warrenton	
Special Charter:			
Littleton	C. U. Williams	Littleton	II, B.
Warrenton	J. Y. Kerr	Warrenton	I, B.
Rural:			
Drewry	Herbert Scholz	Manson, R.F.D.	
Macon	M. J. Davis	Macon	II, B.
Norlina	G. B. Harris	Norlina	II, A. 1922
Vaughan	R. S. Allred	Vaughan	
Wise	W. J. Early	Wise	II, B. 1923
WASHINGTON:	John W. Darden	Plymouth	
Special Charter:			
Plymouth	Jas. W. Norman	Plymouth	II, A. 1923
Rural:			
Creswell	W. W. Harmon	Creswell	II, B. 1924
Cherry		Creswell	
Mackeys		Mackeys	
Roper	E. N. Riddle	Roper	
WATAUGA:	Smith Hagaman	Boone	
Rural:			
Appalachian State Normal	B. B. Dougherty	Boone	I, A.
Blowing Rock	J. P. Mock	Blowing Rock	
Cove Creek	S. F. Horton	Vilas	II, A. 1925
Shulls Mills		Shulls Mills	
WAYNE:	J. T. Jerome	Goldsboro	
Special Charter:			
Fremont	F. M. Arrowood	Fremont	I, B.
Goldsboro	W. A. Mahler	Goldsboro	I, AA.
Mount Olive	L. J. Perry	Mount Olive	I, A.
Rural:			
Belfast	L. R. McCall	Goldsboro, R-6	
Eureka	J. C. Manning	Eureka	
Grantham	W. J. Nichols	Goldsboro, R-4	
Nahunta (Falling Creek)	B. A. Scott, Jr.	Pikeville, R.F.D.	
Pikeville	H. J. Massey	Pikeville	II, B. 1922
Rosewood	F. S. Johnston	Goldsboro, R-1	II, B. 1924
Saulston	C. C. Bost	Saulston	
Seven Springs	B. K. Miller	Seven Springs	
Smith Chapel		Mount Olive, R.F.D.	
Woodland	Mary G. Pitts	Dudley, R-2	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
WILKES:	C. C. Wright	Hunting Creek	
Special Charter:			
North Wilkesboro	L. E. Calhoun	North Wilkesboro	I, B.
Rural:			
Roaring River	S. E. Matthews	Roaring River	
Ronda	L. N. Hickerson	Ronda	II, A. 1923
Traphill	E. R. Settle	Traphill	
Wilkesboro	T. W. Story	Wilkesboro	II, A. 1923
Private:			
Mountain View	S. J. Honeycutt	Hays	I, B. 1921
WILSON:	Charles L. Coon	Wilson	
Special Charter:			
Elm City	P. T. Fugate	Elm City	I, B. 1924
Lucama	Jno. A. Moore	Lucama	II, B. 1925
Wilson	J. Shepard Bryan	Wilson	I, A.
Rural:			
Black Creek	F. E. Howard	Black Creek	II, B. 1924
Gardner's	J. B. Eagles	Wilson, R.F.D.	
New Hope	Eliza Parker	Wilson, R-1	
Rock Ridge	Geo. A. Short	Wilson, R-2	II, A. 1923
Stantonsburg	J. T. Graham	Stantonsburg	II, A. 1922
YADKIN:	J. T. Reece	Yadkinville	
Special Charter:			
East Bend	H. B. Shore	East Bend	II, A. 1924
Rural:			
Boonville	H. F. Pardue	Boonville	II, A. 1922
Courtney	F. D. B. Harding	Yadkinville, R.F.D.	
Jonesville		Jonesville	
Yadkinville	A. H. Wolfe	Yadkinville	II, A. 1924
YANCEY:	L. C. McCurry	Burnsville	
Rural:			
Bald Creek	C. R. Hubbard	Bald Creek	II, A. 1923
Clearmont	E. D. Wilson	Day Book	
Deyton Bend	Florence Woody	Green Mountain	
Micaville	B. Robinson	Micaville	
Pensacola	Jess D. Warrick	Pensacola	
Private:			
Stanley McCormick School	Leroy F. Jackson	Burnsville	I, B. 1924
Yancey Collegiate Institute	Ralph M. Lee	Burnsville	I, B. 1922

LIST OF ACCREDITED HIGH SCHOOLS FOR 1925-26 LISTED ALPHABETICALLY BY SCHOOLS

School	Post Office	County
Aberdeen	Aberdeen	Moore
Academy of St. Genevieve	Asheville	Buncombe
Acme Delco	Acme	Columbus
Ahoskie	Ahoskie	Hertford
Albemarle	Albemarle	Stanly
Alexander-Wilson	Graham, R-2	Alamance
Alliance	Alliance	Pamlico
Almond	Almond	Swain
Altamahaw-Ossipee	Elon College, R-1	Alamance
Altamont	Crossnore	Avery
Andrews	Andrews	Cherokee
Angier	Angier	Harnett
Ansonville	Ansonville	Anson
Appalachian State Normal	Boone	Watauga
Apex	Apex	Wake
Arapahoe	Arapahoe	Pamlico
Arcadia	Welcome	Davidson
Asheboro	Asheboro	Randolph
Asheville	Asheville	Buncombe
Asheville Normal School	Asheville	Buncombe
Asheville School	Asheville School	Buncombe
Atkinson	Atkinson	Pender
Atlantic	Atlantic	Carteret
Aulander	Aulander	Bertie
Aurora	Aurora	Beaufort
Aycock (Cedar Grove)	Hillsboro, R-2	Orange
Ayden	Ayden	Pitt
Badin	Badin	Stanly
Bakersville	Bakersville	Mitchell
Bald Creek	Bald Creek	Yancey
Balls Creek	Catawba	Catawba
Baptist Orphanage	Thomasville	Davidson
Barnardsville	Barnardsville	Buncombe
Bath	Bath	Beaufort
Belhaven	Belhaven	Beaufort
Belmont	Belmont	Gaston
Belmont Abbey	Belmont	Gaston
Benson	Benson	Johnston
Bessemer	Bessemer	Guilford
Bessemer City	Bessemer City	Gaston
Bethany	Summerfield	Rockingham
Bethel	Bethel	Pitt
Bethel	Woodrow	Haywood
Bethel Hill	Woodsdale, R-2	Person
Bethesda	Durham, R-6	Durham
Beulaville	Beulaville	Duplin
Biltmore	Biltmore	Buncombe
Bingham Military School	Asheville	Buncombe
Biscoe	Biscoe	Montgomery
Black Creek	Black Creek	Wilson
Black Mountain	Black Mountain	Buncombe
Bladenboro	Bladenboro	Bladen
Boiling Springs	Boiling Springs	Cleveland
Bonlee	Bonlee	Chatham
Boonville	Boonville	Yadkin
Brevard	Brevard	Transylvania

School	Post Office	County
Brevard Institute	Brevard	Transylvania
Broadway	Broadway	Lee
Bryson City	Bryson City	Swain
B. T. H. S.	Lumberton, R-1	Robeson
Buie's Creek Academy	Buie's Creek	Harnett
Bunn	Rocky Mount, R.F.D.	Nash
Bunn	Bunn	Franklin
Burgaw	Burgaw	Pender
Burlington	Burlington	Alamance
Candler	Candler	Buncombe
Candor	Candor	Montgomery
Canton	Canton	Haywood
Carolina College	Maxton	Robeson
Carthage	Carthage	Moore
Cary	Cary	Wake
Catawba	Catawba	Catawba
Catawba County Farm-life	Newton	Catawba
Cedar Rock	Louisburg, R-4	Franklin
Cerro Gordo	Cerro Gordo	Columbus
Chadbourn	Chadbourn	Columbus
Chapel Hill	Chapel Hill	Orange
Charlotte	Charlotte	Mecklenburg
Cherryville	Cherryville	Gaston
Chowan	Edenton, R.F.D.	Chowan
Churchland	Linwood, R-1	Davidson
Clarkton	Clarkton	Bladen
Claremont	Claremont	Catawba
Clayton	Clayton	Johnston
Clemmons	Clemmons	Forsyth
Cliffside	Cliffside	Rutherford
Clinton	Clinton	Sampson
Clyde	Clyde	Haywood
Coats	Coats	Harnett
Colerain	Colerain	Bertie
Columbia	Columbia	Tyrrell
Concord	Concord	Cabarrus
Concordia College	Conover	Catawba
Contentnea	Kinston, R-1	Lenoir
Cool Springs	Cleveland	Iredell
Cornelius	Cornelius	Mecklenburg
Cove Creek	Vilas	Watauga
Cranberry	Cranberry	Avery
Craven County Farm-life	Vanceboro	Craven
Creedmoor	Creedmoor	Granville
Creswell	Creswell	Washington
Cullowhee	Cullowhee	Jackson
Dallas	Dallas	Gaston
Davenport College	Lenoir	Caldwell
Davidson	Davidson	Mecklenburg
Denton	Denton	Davidson
Derita	Derita	Mecklenburg
Dobson	Dobson	Surry
Dover	Dover	Craven
Dunn	Dunn	Harnett
Durham	Durham	Durham
East Bend	East Bend	Yadkin
East Durham	East Durham	Durham
East Flat Rock	East Flat Rock	Henderson
Eastover	Fayetteville, R.F.D.	Cumberland

School	Post Office	County
Edenton	Edenton	Chowan
Elizabeth City	Elizabeth City	Pasquotank
Elizabethtown	Elizabethtown	Bladen
Eli Whitney	Saxapahaw	Alamance
Elkin	Elkin	Surry
Ellerbe	Ellerbe	Richmond
Elm City	Elm City	Wilson
Enfield	Enfield	Halifax
Erwin	Erwin	Harnett
Evergreen	Evergreen	Columbus
Fairmont	Fairmont	Robeson
Faison	Faison	Duplin
Farmington	Farmington	Davie
Farmville	Farmville	Pitt
Fairview	Fairview	Buncombe
Fassifern	Hendersonville	Henderson
Fayetteville	Fayetteville	Cumberland
Forest City (Cool Springs)	Forest City	Rutherford
Four Oaks	Four Oaks	Johnston
Franklin	Franklin	Macon
Franklin	Kerr	Sampson
Franklinton	Franklinton	Franklin
Fremont	Fremont	Wayne
Fruitland Institute	Hendersonville	Henderson
Fuquay Springs	Fuquay Springs	Wake
Garner	Garner	Wake
Gastonia	Gastonia	Gaston
Gibson (Rockdale)	Gibson	Scotland
Gibsonville	Gibsonville	Guilford
Glade Valley	Glade Valley	Alleghany
Glen Alpine	Glen Alpine	Burke
Glenwood	Nealsville	McDowell
Goldsboro	Goldsboro	Wayne
Grace	Asheville, R-1	Buncombe
Graham	Graham	Alamance
Granite Falls	Granite Falls	Caldwell
Greenville	Greenville	Pitt
Greensboro	Greensboro	Guilford
Greens Creek	Campobello, S. C., R-4	Polk
Grifton	Grifton	Pitt
Grove Park School	Asheville	Buncombe
Guilford College	Guilford College	Guilford
Hallsboro	Hallsboro	Columbus
Hamlet	Hamlet	Richmond
Harmony (Iredell County Farm-life)	Harmony	Iredell
Haw River	Haw River	Alamance
Hayesville	Hayesville	Clay
Haywood Institute	Clyde	Haywood
Helena	Timberlake	Person
Henderson	Henderson	Vance
Hendersonville	Hendersonville	Henderson
Henrietta-Caroleen	Caroleen	Rutherford
Hickory	Hickory	Catawba
Hiddenite	Hiddenite	Alexander
Highland	Hickory	Catawba
High Point	High Point	Guilford
Hildebran	Hildebran	Burke
Hillsboro	Hillsboro	Orange
Hobucken	Hobucken	Pamlico

School	Post Office	County
Hope Mills	Hope Mills	Cumberland
Huntersville	Huntersville	Mecklenburg
Indian Normal	Pembroke	Robeson
Ingold	Ingold	Sampson
Iotla	Franklin, R-3	Macon
Jackson Springs	Jackson Springs	Moore
Jacksonville	Jacksonville	Onslow
Jamestown	Jamestown	Guilford
Jamesville	Jamesville	Martin
Jasper	New Bern, R-2	Craven
Jefferson	Jefferson	Ashe
Jerusalem	Cooleemee	Davie
Jonesboro	Jonesboro	Lee
Kannapolis	Kannapolis	Cabarrus
Kenly	Kenly	Johnston
Kernersville	Kernersville	Forsyth
King	King	Stokes
Kings Mountain	Kings Mountain	Cleveland
Kinston	Kinston	Lenoir
LaFayette	Chalybeate Springs	Harnett
LaGrange	LaGrange	Lenoir
Lake Landing	Lake Landing	Hyde
Landis	Landis	Rowan
Lattimore	Lattimore	Cleveland
Laurinburg	Laurinburg	Scotland
Leaksville	Leaksville	Rockingham
Leicester	Leicester	Buncombe
Lenoir	Lenoir	Caldwell
Lewiston-Woodville	Lewiston	Bertie
Lexington	Lexington	Davidson
Liberty	Liberty	Randolph
Liberty-Piedmont	Wallburg	Davidson
Lilesville	Lilesville	Anson
Lillington	Lillington	Harnett
Lincolnton	Lincolnton	Lincoln
Littleton	Littleton	Warren
Long Creek	Huntersville, R-20	Mecklenburg
Long Creek-Grady	Rocky Point	Pender
Louisburg	Louisburg	Franklin
Louisburg College Academy	Louisburg	Franklin
Lowell	Lowell	Gaston
Lowe's Grove	Durham, R-3	Durham
Lucama	Lucama	Wilson
Lumberton	Lumberton	Robeson
Lumber Bridge	Lumber Bridge	Robeson
Macon	Macon	Franklin
Madison	Madison	Rockingham
Magnolia	Magnolia	Duplin
Maiden	Maiden	Catawba
Mangum (Bahama)	Bahama	Durham
Manteo	Manteo	Dare
Marshall	Marshall	Madison
Mars Hill High School	Colerian, R-1	Bertie
Mars Hill College	Mars Hill	Madison
Marshville	Marshville	Union
Marion	Marion	McDowell
Matthews	Matthews	Mecklenburg
Maxton	Maxton	Robeson
Maysville	Maysville	Jones

School	Post Office	County
McLeansville	McLeansville	Guilford
Mebane	Mebane	Alamance
Middlesex	Middlesex	Nash
Millbrook	Millbrook	Wake
Mills River	Horse Shoe	Henderson
Michell Academy	Statesville	Iredell
Mitchell Home School	Misenheimer	Stanly
Mocksville	Mocksville	Davie
Moncure	Moncure	Chatham
Monroe	Monroe	Union
Montreat Normal		Buncombe
Mont Amoena Seminary	Mt. Pleasant	Cabarrus
Mooresville	Mooresville	Iredell
Morehead City	Morehead City	Carteret
Morganton	Morganton	Burke
Morven	Morven	Burke
Mountain Park Institute	Mountain Park	Surry
Mountain View	Hays	Wilkes
Mount Airy	Mount Airy	Surry
Mount Gilead	Mount Gilead	Montgomery
Mount Holly	Mount Holly	Gaston
Mount Olive	Mount Olive	Wayne
Mount Pleasant Institute	Mount Pleasant	Cabarrus
Moyock	Moyock	Currituck
Murphy	Murphy	Cherokee
Nashville	Nashville	Nash
Nebo	Nebo	McDowell
New Bern	New Bern	Craven
Newland	Newland	Avery
Newport	Newport	Carteret
Newton	Newton	Catawba
Norlina	Norlina	Warren
North Brook	Cherryville, R-3	Lincoln
North Wilkesboro	North Wilkesboro	Wilkes
Norwood	Norwood	Stanly
Oakboro	Oakboro	Stanly
Oak City	Oak City	Martin
Oak Hill	Lenoir, R-2	Caldwell
Oak Ridge Institute	Oak Ridge	Guilford
Old Fort	Old Fort	McDowell
Old Richmond	Tobaccoville	Forsyth
Old Town	Winston-Salem, R.F.D.	Forsyth
Oriental	Oriental	Pamlico
Orrum	Orrum	Robeson
Oxford	Oxford	Granville
Oxford Orphanage	Oxford	Granville
Pantego	Pantego	Beaufort
Parkton	Parkton	Robeson
Paw Creek	Paw Creek	Mecklenburg
Peace Institute	Raleigh	Wake
Perquimans County High School	Hertford	Perquimans
Philadelphus	Red Springs, R-1	Robeson
Piedmont	Lawndale	Cleveland
Pikeville	Pikeville	Wayne
Pilot Mountain	Pilot Mountain	Surry
Pinehurst	Pinehurst	Moore
Pineland School for Girls	Salemburg	Sampson
Pineville	Pineville	Mecklenburg
Pink Hill	Pink Hill	Lenoir

School	Post Office	County
Piney Creek	Piney Creek	Allegany
Pinnacle	Pinnacle	Stokes
Pittsboro	Pittsboro	Chatham
Pleasant Garden	Pleasant Garden	Guilford
Plymouth	Plymouth	Washington
Polkton	Polkton	Anson
Pollocksville	Pollocksville	Jones
Pomona	Pomona	Guilford
Poplar Branch	Poplar Branch	Currituck
Princeton	Princeton	Johnston
Prospect	Mineral Springs, R.F.D.	Union
Raeford	Raeford	Hoke
Raleigh	Raleigh	Wake
Ramseur	Ramseur	Randolph
Randleman	Randleman	Randolph
Red Oak Farm-life	Red Oak	Nash
Red Springs	Red Springs	Robeson
Reidsville	Reidsville	Rockingham
Richlands	Richlands	Onslow
Rich Square	Rich Square	Northampton
Roanoke Rapids	Roanoke Rapids	Halifax
Robbinsville	Robbinsville	Graham
Robersonville	Robersonville	Martin
Rock Ridge	Wilson, R-2	Wilson
Rock Springs	Denver	Lincoln
Rockingham	Rockingham	Richmond
Rocky Mount	Rocky Mount	Edgecombe
Ronda	Ronda	Wilkes
Rosman	Rosman	Transylvania
Roseboro	Roseboro	Sampson
Rose Hill	Rose Hill	Duplin
Rosewood	Goldsboro, R-1	Wayne
Round Hill Academy	Union Mills	Rutherford
Rowland	Rowland	Robeson
Rowan County Farm-life	China Grove	Rowan
Roxboro	Roxboro	Person
Ruffin	Ruffin	Rockingham
Rural Hall	Rural Hall	Forsyth
Rutherford College	Rutherford College	Burke
Rutherfordton-Spindale	Rutherfordton	Rutherford
Salisbury	Salisbury	Rowan
Salem Academy	Winston-Salem	Forsyth
Salemburg	Salemburg	Sampson
Saluda	Saluda	Polk
Sand Hill	Candler	Buncombe
Sandhill Farm-life School	Vass, R-1	Moore
Sanford	Sanford	Lee
Scotland Neck	Scotland Neck	Halifax
Scotts	Scotts	Iredell
Seaboard	Seaboard	Northampton
Selma	Selma	Johnston
Seventy-first	Fayetteville, R-3	Cumberland
Shady Grove	Dunn, R-6	Sampson
Shady Grove	Advance	Davie
Sharon	Eufola	Iredell
Shelby	Shelby	Cleveland
Sherrills Ford	Sherrills Ford	Catawba
Siler City	Siler City	Chatham
Smithfield	Smithfield	Johnston

School	Post Office	County
Smyrna	Smyrna	Carteret
Snow Hill	Snow Hill	Greene
Snyder Outdoor School	Asheville, R-1	Buncombe
South Buffalo	Greensboro, R-6	Guilford
Southern Pines	Southern Pines	Moore
South River	Wade	Cumberland
Southport	Southport	Brunswick
Sparta	Sparta	Alleghany
Spencer	Spencer	Rowan
Spring Hope	Spring Hope	Nash
Spruce Pine (Harris)	Spruce Pine	Mitchell
Stanfield	Stanfield	Stanly
Stanley	Stanley	Gaston
Stanley-McCormick School	Burnsville	Yancey
Stantonsburg	Stantonsburg	Wilson
Star	Star	Montgomery
St. Marry's School	Raleigh	Wake
St. Pauls	St. Pauls	Robeson
State School for Blind	Raleigh	Wake
Statesville	Statesville	Iredell
Stearns	Columbus	Polk
Stedman	Stedman	Cumberland
Stem	Stem	Granville
Stoneville	Stoneville	Rockingham
Stonewall	Stonewall	Pamlico
Stony Point	Stony Point	Alexander
Stovall	Stovall	Granville
Sunbury	Sunbury	Gates
Summerfield	Summerfield	Guilford
Swannanoa	Swannanoa	Buncombe
Sylva Collegiate Institute	Sylva	Jackson
Sylva	Sylva	Jackson
Sylvan	Snow Camp	Alamance
Tabor	Tabor	Columbus
Tarboro	Tarboro	Edgecombe
Taylorsville	Taylorsville	Alexander
Teacheys	Teacheys	Duplin
Thomasville	Thomasville	Davidson
Townesville	Townesville	Vance
Trenton	Trenton	Jones
Trinity	Trinity	Randolph
Troutman	Troutman	Iredell
Troy	Troy	Montgomery
Tryon	Bessemer City	Gaston
Tryon	Tryon	Polk
Unionville	Unionville	Union
Vance County Farm-life	Middleburg	Vance
Vass-Lakeview	Vass	Moore
Virgina-Carolina	Grassy Creek	Ashe
Waco	Waco	Cleveland
Wadesboro	Wadseboro	Anson
Wake Forest	Wake Forest	Wake
Wakelon	Zebulon	Wake
Walkertown	Walkertown	Forsyth
Wallace	Wallace	Duplin
Walnut	Walnut	Madison
Walnut Cove	Walnut Cove	Stokes
Warrenton	Warrenton	Warren
Warsaw	Warsaw	Duplin

School	Post Office	County
Washington	Washington	Beaufort
Washington Collegiate Institute	Washington	Beaufort
Waxhaw	Waxhaw	Union
Waynesville	Waynesville	Haywood
Weaver College	Weaverville	Buncombe
Webster	Webster	Jackson
Weeksville	Weeksville	Pasquotank
Welcome	Welcome	Davidson
Weldon	Weldon	Halifax
Wendell	Wendell	Wake
Wesley Chapel	Monroe, R-5	Union
Wentworth	Wentworth	Rockingham
West Buncombe	Asheville, R-4	Buncombe
West Durham	West Durham	Durham
West Edgecombe	Rocky Mount, R.F.D.	Edgecombe
West Hickory	West Hickory	Catawba
West Jefferson	West Jefferson	Ashe
Whitakers	Whitakers	Nash
White Oak Academy	White Oak	Bladen
Whiteville*	Whiteville	Columbus
Wilkesboro	Wilkesboro	Wilkes
Williamston	Williamston	Martin
Wilmington	Wilmington	New Hanover
Windsor	Windsor	Bertie
Wingate Junior College	Wingate	Union
Winston-Salem	Winston-Salem	Forsyth
Wilson	Wilson	Wilson
Wilton	Franklinton, R-1	Granville
Winterville	Winterville	Pitt
Wise	Wise	Warren
Woodfin	Asheville, R-5	Buncombe
Woodland-Olney	Woodland	Northampton
Yadkinville	Yadkinville	Yadkin
Yancey Collegiate Institute	Burnsville	Yancey
Yanceyville	Yanceyville	Caswell

COLORED HIGH SCHOOLS

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ALAMANCE:			
Special Charter:			
County Training School	F. J. Gunn	Burlington	
ANSON:			
Special Charter:			
Colored High School	J. R. Faison	Wadesboro	
BEAUFORT:			
Special Charter:			
Colored High School	J. W. Maske	Washington	
BERTIE:			
Rural:			
County Training School	C. G. White	Powellsville	
Private:			
Bertie Academy	W. S. Etheridge	Windsor	
BRUNSWICK:			
Rural:			
County Training School	James W. Barbour, Jr.	Southport	
BUNCOMBE:			
Special Charter:			
Stephens-Lee High School	W. S. Lee	Asheville	I, A.
Private:			
Allen Home School	Miss Veda Stryker	Asheville	II, B. 1924
BURKE:			
Special Charter:			
Olive Hill High School	P. E. Corpening	Morganton	
CABARRUS:			
Special Charter:			
Logan High School	F. T. Logan	Concord	
Private:			
Scotia Womens College	T. R. Lewis	Concord	II, A.
CARTERET:			
Special Charter:			
Colored High School	W. S. King	Morehead City	
Colored High School	W. F. Brooks	Beaufort	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
CLEVELAND:			
Rural:			
County Training School	T. K. Borders	Shelby	
COLUMBUS:			
Rural:			
County Training School	C. O. Howell	Whiteville	
CRAVEN:			
Special Charter:			
West Street High School	J. T. Barber	New Bern	II, B. 1925
Private:			
E. N. C. I. Academy	Wm. Sutton	New Bern	II, B. 1925
CUMBERLAND:			
Public:			
State Normal School (H. S. Dept.)	E. E. Smith	Fayetteville	I, AA. 1919
DAVIDSON:			
Special Charter:			
Colored High School	J. E. Reid	Thomasville	
Colored High School	B. A. Bianchi	Lexington	
DUPLIN:			
Special Charter:			
Colored High School	M. S. Branch	Warsaw	
Colored High School	E. A. Hemby	Faison	
DURHAM:			
Public:			
N. C. College for Negroes (H. S. Dept.)	J. E. Shepard	Durham	I, A. 1919
Special Charter:			
Hillside Park High School	W. G. Pearson	Durham	I, A. 1923
EDGECOMBE:			
Special Charter:			
Tarboro High School	W. A. Pattillo	Tarboro	II, B. 1924
Private:			
J. K. Brick Junior College (H. S. Dept.)	T. S. Inborden	Bricks	II, A. 1922
FORSYTH:			
Special Charter:			
Columbian Heights High School	J. D. Jones	Winstom-Salem	I, AA. 1919
FRANKLIN:			
Private:			
Albion Academy	J. A. Savage	Franklinton	I, B. 1922
Christian College	W. R. Collins	Franklinton	II, B. 1925

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
GASTON:			
Special Charter:			
Highland High School	J. A. Rollins	Gastonia	
Private:			
Lincoln Academy	Rev. W. E. Ricks	Kings Mt.	II, A. 1922
GATES:			
Rural:			
County Training School	T. S. Cooper	Sunbury	
GRANVILLE:			
Private:			
Mary Potter School	G. C. Shaw	Oxford	I, A. 1922
GREENE:			
Rural:			
County Training School	J. A. Prince	Snow Hill	
GUILFORD:			
Special Charter:			
E. Washington St. High School	W. B. Windsor	Greensboro	
Normal High School	E. E. Curtright	High Point	I, B. 1922
Rural:			
Jonesboro High School	N. E. McLain	Greensboro, R.F.D.	
Public:			
A. & T. College (H. S. Dept.)	W. S. Ravenell	Greensboro	I, A. 1919
Private:			
Bennett College (H. S. Dept.)	Frank Trigg	Greensboro	I, A. 1919
Immanuel Lutheran Academy and Seminary	Rev. H. Nau	Greensboro	II, A. 1923
Palmer Memorial Institute	Mrs. C. Hawkins Brown	Sedalia	II, A. 1923
HALIFAX:			
Special Charter:			
Colored High School	W. T. Alexander	Roanoke Rapids	
County Training School	E. A. Cox	Weldon	
Rural:			
Eastman School	J. L. Setzer	Ringwood	
HARNETT:			
Special Charter:			
County Training School	W. D. Gay	Dunn	
HERTFORD:			
Rural:			
Waters Training School	C. S. Brown	Winton	II, B. 1924

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
HYDE:			
Rural:			
County Training School	J. B. McRae	Scranton	
IREDELL:			
Special Charter:			
Colored High School	C. W. Foushee	Statesville	
Colored High School	J. L. Hollowell	Mooresville	
JACKSON:			
Rural:			
Colored High School	J. H. Davis	Sylva	
JOHNSTON:			
Special Charter:			
County Training School	A. J. Taylor	Smithfield	II, A. 1925
Colored High School	J. R. Dupree	Selma	
LEE:			
Rural:			
Colored High School	W. B. Wicker	Sanford	
LENOIR:			
Special Charter:			
Tower Hill High School	J. H. Sampson	Kinston	II, B. 1925
Private:			
Kinston College	L. E. Rasbury	Kinston	II, B. 1924
MARTIN:			
Rural:			
Colored High School	E. J. Hayes	Williamston	
County Training School	W. C. Chance	Parmele	
Private:			
Higgs-Roanoke Institute	R. P. Gordon	Parmele	
MECKLENBURG:			
Special Charter:			
Second Ward High School	W. H. Stinson	Charlotte	I, A. 1924
Private:			
J. C. Smith University (H. S. Dept.)	S. D. Williams	Charlotte	I, A. 1919
MONTGOMERY:			
Private:			
Peabody Academy	J. K. Hilyard	Troy	II, B. 1923

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
MOORE:			
Special Charter:			
County Training School	A. C. Pinckney	Carthage	
NASH:			
Special Charter:			
Linwood High School	O. R. Pope	Rocky Mount	
Colored High School	C. G. Segar	Spring Hope	
Rural:			
County Training School	D. A. Thomas	Nashville	
NEW HANOVER:			
Special Charter:			
Williston Industrial	D. C. Virgo	Wilmington	I, A. 1923
NORTHAMPTON:			
Rural:			
County Training School	W. L. Greene	Garysburg	
Private:			
Rich Square Institute	W. S. Creecy	Rich Square	I, B. 1924
ORANGE:			
Special Charter:			
County Training School	B. L. Bozeman	Chapel Hill	
PAMLICO:			
Rural:			
County Training School	R. L. Rice	Bayboro	
PASQUOTANK:			
Public:			
State Normal School (H.S. Dept.)	P. W. Moore	Elizabeth City	I, AA. 1919
Special Charter:			
Colored High School	L. S. Burford	Elizabeth City	
Private:			
Roanoke Institute	C. F. Graves	Elizabeth City	
PENDER:			
Rural:			
County Training School	T. T. Ringer	Rocky Point	
Private:			
Burgaw Normal and Industrial School	C. F. Pope	Burgaw	II, A. 1924

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
PERQUIMANS:			
Special Charter:			
Colored High School	E. A. Anderson	Hertford	
Rural:			
County Training School	I. S. Leece	Winfall	
PERSON:			
Special Charter:			
Cedar Grove Academy	T. H. Lee	Roxboro	
Rural:			
County Training School	C. J. Ford	Roxboro, R.F.D.	
PITT:			
Special Charter:			
Colored High School	C. M. Epps	Greenville	
Rural:			
County Training School	W. J. McLean	Grimesland	
RANDOLPH:			
Special Charter:			
Colored High School	J. E. Brower	Asheboro	
RICHMOND:			
Special Charter:			
Colored High School	W. H. A. Howard	Rockingham	
Pine Street School	J. T. Taylor	Hamlet	
ROBESON:			
Special Charter:			
County Training School	S. P. Bradby	Maxton	
Private:			
Redstone Academy	Rev. J H. Hayswood	Lumberton	
Thompson Institute	W. H. Knuckles	Lumberton	II, B. 1925
ROCKINGHAM:			
Special Charter:			
Washington High School	J. A. McRae	Reidsville	I, B. 1923
Rural:			
Colored High School	H. H. Falkener	Leaksville	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ROWAN:			
Special Charter:			
J. C. Price High School	L. H. Hall	Salisbury	I, A. 1924
Dunbar High School	S. E. Duncan	East Spencer	
Private:			
Livingstone College (H. S. Dept.)	J. H. Johnson	Salisbury	I, B. 1919
RUTHERFORD:			
Private:			
Western Union Academy	R. J. Davidson	Spindale	
SAMPSON:			
Special Charter:			
County Training School	M. D. Coley	Clinton	
SCOTLAND:			
Rural:			
County Training School	J. A. Kirk	Hasty	
Private:			
Laurinburg Normal and Industrial Institution	E. M. McDuffie	Laurinburg	II, B. 1924
STANLY:			
Rural:			
Colored High School	J. D. Bean	Badin	
UNION:			
Special Charter:			
Winchester Avenue High School	J. N. Brown	Monroe	
VANCE:			
Private:			
Henderson Institute	J. A. Cotton	Henderson	I, A. 1922
Kittrell College	G. A. Edwards	Kittrell	I, A. 1922
WAKE:			
Special Charter:			
Washington High School	J. L. Levister	Raleigh	
Rural:			
County Training School (Berry O'Kelly School)	H. L. Trigg	Method	II, A. 1923
Private:			
St. Augustine Junior College	Reginald Lynch	Raleigh	I, A. 1919
Shaw University (H. S. Dept.)	J. L. Peacock	Raleigh	II, A. 1919

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
WARREN.			
Rural:			
County Training School	G. E. Cheek	Wise	II, B. 1925
WASHINGTON:			
Rural:			
Colored High School	J. J. Clemmons	Roper	
Colored High School	W. W. Walker	Plymouth	
WAYNE:			
Special Charter:			
Dillard High School	Hugh V. Brown	Goldsboro	
Colored High School	J. E. Cromartie	Mt. Olive	
WILKES:			
Rural:			
County Training School	G. L. Eggleston	Wilkesboro, R.F.D.	
WILSON:			
Special Charter:			
Colored High School	I. W. St. Claire	Wilson	II, B. 1925

SUMMARY TABLE

WHITE HIGH SCHOOLS, 1924-1925

Classification	Public High Schools				Private High Schools	Grand Total
	State Normal	Special Charter	Rural	Total		
I, AA		18		18		18
I, A	1	42	3	46	3	49
I, B	1	28	29	58	15	73
II, A		18	127	145	7	152
II, B		11	118	129	15	144
Total Accredited	2	117	277	396	40	436
Non-Standard		5	249	254	11	265
Grand Total	2	122	526	650	51	701

COLORED HIGH SCHOOLS, 1924-1925

I, AA	2	1		3		3
I, A	1	6		7	6	13
I, B	1	1		2	3	5
II, A		2	1	3	6	9
II, B		4	2	6	7	13
Total Accredited	4	14	3	21	22	43
Non-Standard		19	22	41	10	51
Grand Total	4	33	25	62	32	94

WHITE AND COLORED HIGH SCHOOLS, 1924-1925

Types of Schools	Public				Private	Grand Total
	State Normal	Special Charter	Rural	Total		
White Accredited	2	117	277	396	40	436
White Non-Standard		5	249	254	11	265
Colored Accredited	4	14	3	21	22	43
Colored Non-Standard		19	22	41	10	51
Grand Total	6	155	551	712	83	795

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High School Reorganization

1925-26

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TABLE OF CONTENTS

PAGE

Introduction 5

Reorganization of high schools 7

Suggested curricula for small high schools

I. Three-teacher high school 9

II. 4-A. Four-teacher high school (Without Home Economics, Agriculture or Industrial Arts) 11

III. 4-B. Four-teacher high school (Including Smith-Hughes Home Economics) 13

IV. 4-C. Four-teacher high school (Including two years Smith-Hughes Agriculture) 16

V. 4-D. Four-teacher high school (Including two years Smith-Hughes Home Economics and two years Smith-Hughes Agriculture) 18

VI. 5-A. Five-teacher high school (Without Home Economics, Agriculture, or Industrial Arts) 20

VII. 5-B. Five-teacher high school (Including Smith-Hughes Home Economics) 22

VIII. 5-C. Five-teacher high school (Including four years Smith-Hughes Agriculture) 24

IX. 5-D. Five-teacher high school (Including Smith-Hughes Home Economics and Smith-Hughes Agriculture) 26

X. 6-A. Six-teacher high school (Without Home Economics, Agriculture, or Industrial Arts) 28

XI. 6-B. Six-teacher high school (With Smith-Hughes Home Economics and Smith-Hughes Agriculture) 31

XII. 6-C. Six-teacher high school (With Commercial Education) 33

Additional standards for accreditment 35

Training and certification of high school teachers 36

INTRODUCTION

Extensive data, bearing on the high school situation in North Carolina as it existed in the school year 1923-24, were collected and tabulated for that year. These facts bear on the organization and administration, the course of study, the teaching program, the schedule of recitations and the student activities of 571 high schools in which approximately 55,000 pupils were enrolled. The facts in hand, therefore, represent practically the total high school effort in the State at that time.

It was very clear from this investigation that teachers were called upon to teach in so many fields that adequate preparation was impossible; that the principle of pupil electives had been carried so far that there was a clear lack of continuity of work on the part of the students; and that the offerings in many schools were so extensive and varied as to make both economical administration and effective work impossible.

These facts were thoroughly studied from many angles and in the light of modern high school development. Many people have been called into conference to consider what should be done. During the school year 1925-26, practically all the high school principals in their group conferences gave careful consideration to the facts, and many of them have already begun the reorganization along the lines suggested. The college executives have been asked to make slight adjustments in their entrance requirements and some of them have already made the modifications. All phases of the reorganization scheme were presented to the College Conference in December, 1925. This conference appointed a committee to consider the teacher training phases of the scheme. This committee has approved in principle the whole program but with certain reservations as to details.

Out of this extensive investigation and long study, followed by a series of conferences involving practically all the administrative officers that touch any phase of high school work and all the institutions of higher learning that are preparing high school teachers, has been evolved this plan of simplification and reorganization. This is not a plan that is suddenly proposed without due consideration, but one that is generally approved by all school officials who have considered it.

It is realized that there are still many difficulties in the way. There is no doubt, however, that if the spirit of coöperation shown so far by all parties concerned can be continued these difficulties can be fairly met and overcome. Many modifications will doubtless be necessary, but they can be made, from time to time, as the need becomes apparent. The general plan holds the promise of far-reaching results. It involves the whole scheme of rural education and an adequate high school opportunity for all the children of the rural districts. This plan involves the narrowing to some extent of the high school curriculum. When weighing the comparative value of extensive foreign language study against the value of home economics and vocational agriculture, it seemed wise and proper to limit the amount of foreign language offered in order that there might be more room for those other subjects which are so necessary in all rural high schools.

This simplification scheme also makes possible many economies. It is hoped that the money so saved may be invested in a higher type of instruction to the end that all high school work will be more thorough and effective. This will bring a higher degree of concentration in a few fields rather than a wide range of indifferent effort.

This bulletin is prepared in the belief that it will be of assistance to county boards of education, to county superintendents and to the high school principals and teachers in the rural high schools in making their schools serve better the purposes for which they were created.

There is presented here a program of studies for the small high schools with from three to six teachers. Modified programs are suggested for different types of school within each class. Under the provisions of section 8 of the school code, I hereby approve the program of studies for each several class and type of school as set forth in these outlines. The budget for the vocational work is now made under the authority of sections 38 and 291 of the school law. If certain programs of study are adopted by the county boards of education, making home economics and agriculture a part of the regular high school course of study, and if the number of teachers is kept within the number allowed by the average attendance for the previous year, the budget for this vocational work can be prepared under the provisions of 176-b.

The teaching positions in all these fields are well defined. Teachers now employed in these schools will find their work limited next year to two fields of instruction. If a teacher expects to continue in this work she should at once begin further and definite preparation for the two fields in which she is employed to work. Superintendents should insist that teachers begin at once this definite preparation to the end that they in a few years may be properly prepared to carry on the work as laid out. In employing new teachers, superintendents should insist from the outset that these teachers come with the specific preparation demanded by the work which they mean to undertake.

I hereby ask the continued coöperation of all people interested in the development of rural high schools until we can offer a universal high school opportunity on a high level of efficiency to the boys and girls of the State.

The work in both the Division of Certification and in the Division of Inspection in the State Department of Education is vitally affected by this reorganization. The directors of these two divisions, after many conferences with the representatives of the institutions of higher learning, with county superintendents, high school principals and teachers and others, have prepared this bulletin.

A T. Allen

State Superintendent Public Instruction.

REORGANIZATION OF HIGH SCHOOLS

Our public high schools are a development of the last twenty years. During this period high school after high school has been established; the enrollment has mounted year after year, as well as high school expenditures. The mere multiplication of high schools is no longer a primary educational concern of the State. Attention should now be put on increasing the efficiency of our high schools and on keeping their cost at the minimum. This calls for increased attention to internal organization and to the quality of instruction.

If high school instruction is to be improved and high school cost is to be kept at the minimum, three agencies must work together: 1. County Boards of Education, county superintendents, and high school principals and teachers; 2. the State Department of Education through its Divisions of Certification and Inspection; and, 3. Teacher Training Institutions.

1. The chief responsibility for effecting these desired ends rests on county boards of education, county superintendents and high school principals for the following reasons: The high school program that can be undertaken by a community is determined by the number of high school teachers the community can pay for without sacrificing other educational interests, particularly the elementary school. For example, if a community can pay for only three high school teachers, then the high school curriculum adopted should be such as can be carried by three teachers. Similarly if a community can pay for only four high school teachers, then the curriculum adopted should be such as can be carried by four high school teachers. The high school curriculum to be adopted in each instance is thus to be determined by the number of teachers that can be employed.

While the Division of Certification has safeguarded high school instruction through requiring college preparation of high school teachers, there has been no guarantee that teachers preparing, for example, to teach English would find places to teach English. However carefully high schools are organized there will always be a few misfits, but if our high schools are to do the work they should do it ought to be possible for teachers to prepare for given kinds of school work and then be able to pursue the work for which they have made preparation. The main responsibility for effecting this desired end rests again with the local employing and administrative agencies. When a given curriculum has been adopted it should be continued in force for a considerable period and the teaching work called for should be so organized as to provide reasonable and continuous teaching positions.

It follows that the teachers employed should be teachers whose preparation qualifies them to carry forward the work of the several teaching jobs within the given school.

2. The second agency involved in the reorganization of our high schools is the State Department of Education, through its Divisions of Certification and Inspection. The law places the responsibility on the State Superintendent of approving high school curricula. Accordingly the following curricula, approved by the Superintendent of Public Instruction, have been prepared for high schools of different sizes and the adoption of some one of these curricula, varying with the number of high school teachers employed and the needs of the given community, is recommended to the local administrative agencies. In connection with each curriculum a desirable organization of the school is suggested and the teaching jobs in that school are indicated.

The law imposes upon the Division of Certification the certification of high school teachers. It, therefore, devolves on this Division to require hereafter such preparation of high school teachers as will qualify them to undertake the different types of school work called for by the various high school curricula and types of organization recommended. Accordingly, it is contemplated that teachers will be certified for specific kinds of school work only. By so doing the training of teachers will be related to the actual teaching jobs as these exist in the high schools of the State.

3. The third agency involved in the reorganization of our high schools is our teacher training institutions. With local administrative and supervisory agencies adopting curricula and providing different and continuous teaching positions in our high schools, with the Division of Certification requiring definite preparation for each different type of high school position, the task of our teacher training institutions is clear. It is incumbent on them to offer such training as will qualify teachers to meet the new certification requirements and at the same time to meet the duties of the teaching jobs to be found in the high schools of the State.

With these three agencies working together our high schools can be kept at a minimum cost and their efficiency can be increased. The responsibility of each of these three agencies is great and the success of the proposed reorganization of our high schools depends on how each of these agencies meets its responsibility.

J. Henry Highsmith.

Director of Division of School Inspection.

APRIL 20, 1926.

SUGGESTED CURRICULA FOR SMALL HIGH SCHOOLS

The following curricula are suggested for high schools ranging from 3 to 6 teachers. These curricula will meet the needs of the great majority of the high schools of the State. In high schools having more than six teachers the needs of such schools are to be met by the addition of new lines of instruction; for example, the introduction into such schools of Smith-Hughes trade work, music, the fine arts and physical education, each calling for a teacher of high special training.

I. THREE-TEACHER HIGH SCHOOL

(Average Daily Attendance, 45)

A. Suggested Four-Year Curriculum

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
	22	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
History II—Modern European	5	5
Science II—Biology	7	5
	22	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I	5
English II	5
English III or IV	5
Latin I or French I	5
Latin II or French II	5
	25

Teacher B	*Periods Per Week*
History I	5
History II	5
History III or IV	5
Mathematics I	5
Mathematics II	5
	25

Teacher C	*Periods Per Week*
Science I	7
Science II	7
Science III or IV	7
Mathematics III	5
	26

One of the teachers employed should have specialized in English and Latin or in English and French; one, in History and a second field.

The school may elect to teach either Latin or French, but a high school of this size should not offer *both* Latin and French.

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C
8:45-9:00	OPENING EXERCISES		
9:05-9:50	Latin I or French I	History II	Science I Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	English III or IV	Mathematics II	Science I Laboratory, T. T.
10:45-11:30		History I	Science III or IV Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	English II	Mathematics I	Science III or IV Laboratory, T. T.
12:20-1:00	NOON RECESS		
1:05-1:50	English I	History III or IV	Science II Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	Latin II or French II		Science I Laboratory, T. T.
2:45-3:30			Mathematics III

Each recitation period must be 50 minutes in length with 45 minutes in the clear, allowing 5 minutes for changing classes. It is necessary to have 45 minutes for actual class work in each recitation period in order that a subject may count a unit, which is 120 clock hours.

The hour for opening school is merely suggestive. In some communities it may be desirable to begin the school day at 8:30. In this case, allowing 15 minutes for opening exercises, and providing for 50 minutes in each recitation period with 45 minutes for actual class work and a five minute intermission between class periods, the school day will close at 3:30.

It is seen from the above schedule that the first period is from 9-9:50; the second from 9:50-10:40; the third from 10:40-11:30; the fourth from 11:30-12:20; the fifth from 1-1:50; the sixth from 1:50-2:40; the seventh from 2:40-3:30.

II. 4 A FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

A. Suggested Four-Year Curriculum

(Without Home Economics, Agriculture, or Industrial Arts)

The curriculum suggested for a four-teacher high school without home economics, agriculture, or industrial arts is the same as that suggested for the three-teacher high school. The additional teacher is required to care for the additional enrollment; hence, the offering can be no larger in a four than in a three-teacher high school. A four-teacher high school following the same curriculum may, however, be organized somewhat differently.

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
	22	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
History II—Modern European	5	5
Science II—Biology	7	5
	22	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I*	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½ Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

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*Only one foreign language, either Latin or French, may be offered in four-teacher high schools.

B. Suggested Organization

Teacher A	*Periods Per Week*	*Teacher B*	*Periods Per Week*
English I B	5	History I (2 sections)	10
English II	5	History II	5
English III	5	History III	5
English IV	5	History IV	5
Latin I or French I	5	English I A	5
Latin II or French II	5		
	30		30

Teacher C	*Periods Per Week*	*Teacher D*	*Periods Per Week*
Mathematics I (2 sections)	10	Science II	7
Mathematics II	5	Science III	7
Mathematics III	5	Science I (2 sections)	14
Science IV	7		
	27		28

High school principals and teachers should assist pupils in every possible way to make wise choice of electives. Electives should be chosen in view of the pupil's career. If the pupil expects to enter college he should elect those subjects that will be needed in meeting college entrance requirements.

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00	OPENING EXERCISES			
9:05-9:50	English III	History II	Science IV Laboratory, M. W.	Science I A Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	Latin I or French I	History I B	Science IV Laboratory, M. W. Recitation, T. T. F.	Science I A Laboratory, T. T.
10:45-11:30	English IV	History I A	Mathematics I B	Science II Recitation, T. T. F. Laboratory, M. W.
11:35-12:20		History III	Mathematics I A	Science II Laboratory, M. W

C. Suggested Daily Schedule-*Continued*

12:20-1:00	NOON RECESS			
1:05-1:50	English II	History IV	Mathematics III	Science I B Recitation, M. T. T. Laboratory, W. F.
1:55-2:40	Latin II or French II	English I A	Mathematics II	Science I B Laboratory, W. F. Science III Laboratory, T. T.
2:45-3:30	English I B			Science III Laboratory, T. T. Recitation, M. W. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

If a longer lunch period or noon recess is desired, the time for beginning the fifth period can be arranged accordingly.

III. 4-B FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

A. Suggested Four-Year Curriculum
(Including Smith-Hughes Home Economics)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Home Economics I	10	5
or		
Science I—General	7	5
	22 or 25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Electives (two):		
History II—Modern European	5	5
Home Economics II	10	5
Science II—Biology	7	5
	22-27	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I*	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20-22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I A	5
English II	5
English III	5
English IV	5
Latin I and II	10
or	
French I and II	10
	30

Teacher B	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English I B	5
	30

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
Science III	7
Science IV	7
	34

Teacher D	*Periods Per Week*
Science I	7
Science II	7
Home Economics I	10
Home Economics II	10
	34

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*A four-teacher school following this curriculum should offer only one foreign language, either French or Latin.

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00	OPENING EXERCISES			
9:05-9:50	English II	History IV	Science III Recitation, M. W. F. Laboratory, T. T.	Home Economics I
9:55-10:40		History II	Science III Laboratory, T. T. Science IV Laboratory, W. F.	Home Economics I
10:45-11:30	English I A	English I B	Science IV Laboratory, W. F. Recitation, M. T. T.	Home Economics II
11:30-12:20	Latin I or French I	History I A	Mathematics I B	Home Economics II
12:20-1:00	NOON RECESS			
1:05-1:50	Latin II or French II	History III	Mathematics II	Science I Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	English IV		Mathematics III	Science I Laboratory, T. T. Science II Laboratory, M. W.
2:45-3:30	English III	History I B	Mathematics I A	Science II Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

IV. 4-C FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

A. Suggested Four-Year Curriculum
(Including Two Years of Smith-Hughes Agriculture)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Agriculture I	10	5
or		
Science I—General	7	5
	22 or 25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Electives (two):		
History II—Modern European	5	5
Agriculture II	10	5
Science II—Biology	7	5
	22-27	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I*	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I A	5
English II	5
English III	5
English IV	5
Latin I and II	10
or	
French I and II	10
	30

Teacher B	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English I B	5
	30

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* A four-teacher school following this curriculum should offer only one foreign language, either French or Lati

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
Science III	7
Science IV	7
	34

Teacher D	*Periods Per Week*
Science I	7
Science II	7
Agriculture I	10
Agriculture II	10
	34

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00	OPENING EXERCISES			
9:05-9:50	English II	History IV	Science III Recitation, M. W. F. Laboratory, T. T.	Agriculture I
9:55-10:40		History II	Science III Laboratory T, T. Science IV Laboratory, W. F.	Agriculture I
10:45-11:30	English I A	English I B	Science IV Laboratory, W. F. Recitation, M. T. T.	Agriculture II
11:35-12:20	Latin I or French I	History I A	Mathematics I B	Agriculture II
12:20-1:00	NOON RECESS			
1:05-1:50	Latin II or French II	History III	Mathematics II	Science I Recitation, M. W. F. Laboratory, T. T.
1:55-2:40	English IV		Mathematics III	Science I Laboratory, T. T. Science II Laboratory, M. W.
2:45-3:30	English III	History I B	Mathematics I A	Science II Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

V. 4-D FOUR-TEACHER HIGH SCHOOL

(Average Daily Attendance 70)

A. Suggested Four-Year Curriculum

(Including Two Years of Smith-Hughes Home Economics and Two Years of Smith-Hughes Agriculture)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Home Economics I	10	5
or		
Agriculture I	10	5
	25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
Home Economics II	10	5
or		
Agriculture II	10	5
	27	20

Third Year	*Periods*	*Credits*
English III	5	5
Mathematics III—Plane Geometry	5	5
or		
History III—Ancient and Medieval	5	5
Latin I or French I*	5	5
History II—Modern European	5	5
	20	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I B	5
English II	5
English III	5
English IV	5
Latin I and II	10
or	
French I and II	10
	30

Teacher B	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English I A	5
	30

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
Agriculture I	10
or	
Agriculture II	10
	30

Teacher D	*Periods Per Week*
Science II	7
Science IV	7
Home Economics I	10
Home Economics II	10
	34

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* A four-teacher school following this curriculum should offer one foreign language, either Latin or French.

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D
8:45-9:00	OPENING EXERCISES			
9:05-9:50	English III	History IV	Agriculture I or II	Home Economics II
9:55-10:40	English IV	History III	Agriculture I or II	Home Economics II
10:45-11:30	English I B		Mathematics III	Home Economics I
11:35-12:20	Latin I or French I	History I A	Mathematics II	Home Economics I
12:20-1:00	NOON RECESS			
1:05-1:50	Latin II or French II	History I B	Mathematics I A	Science II Recitation, M. W. F. Laboratory, T. T.
1:55-2:40		English I A		Science II Laboratory, T. T. Science IV Laboratory, M. W.
2:45-3:30	English II	History II	Mathematics I B	Science IV Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

VI. 5-A FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

A. Suggested Four-Year Curriculum
(Without Home Economics, Agriculture, or Industrial Arts)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
or		
Latin I	5	5
	20 or 22	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
History II—Modern European	5	5
or		
Latin II	5	5
	22	20

Third Year	*Periods*	*Credits*
English III	5	5
Electives (three):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
Latin III	5	5
French I*	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
United States History IV	5	5
Electives (two):		
Science IV—Physics	7	5
Latin IV	5	5
French II	5	5
	20 or 22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English II	5
English III	5
English IV	5
French I	5
French II	5
	25

Teacher B	*Periods Per Week*
Latin I	5
Latin II	5
Latin III	5
Latin IV	5
English I (2 sections)	10
	30

Teacher C	*Periods Per Week*
History 1 (2 sections)	10
History II	5
History III	5
History IV	5
	25

Teacher D	*Periods Per Week*
Mathematics 1 (2 sections)	10
Mathematics II	5
Mathematics III	5
	20

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* A student not taking Latin in the first and second years must elect French in the third and fourth years.

Teacher E	*Periods Per Week*
Science I	7
Science II	7
Science III	7
Science IV	7
	28

Principals and teachers should assist pupils in choosing electives. It is increasingly necessary in this curriculum since the range of electives is wider than in smaller schools.

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:05-9:50	English II	Latin IV		Mathematics III	Science I Recitation, M. W. F. Laboratory, T. T.
9:55-10:40	English III	Latin II	History IV		Science I Laboratory, T. T.
10:45-11:30		Latin I	History III		Science II Recitation, M.W.F. Laboratory, T. T.
11:35-12:20	English IV	Latin III	History I A	Mathematics IB	Science II Laboratory, T. T.
12:20-1:00	NOON RECESS				
1:05-1:50	French II	English I A	History II		Science III Recitation, M.W. F. Laboratory, T. T
1:55-2:40		English I B		Mathematics II	Science III Laboratory, T. T Science IV Laboratory, M. W.
2:45-3:30	French I		History I B	Mathematics I A	Science IV Laboratory, M. W. Recitation, T. T. F.

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

VII. 5-B FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

A. Suggested Four-Year Curriculum
(Including Smith-Hughes Home Economics)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
or		
Home Economics I	10	5
	22 or 25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
History II—Modern European	5	5
or		
Home Economics II	10	5
	22 or 27	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I*	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
United States History IV	5	5
Science IV—Physics	7	5
Latin II or French II*	5	5
	22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English 1 (2 sections)	10
English II	5
English IV	5
Latin I or French I	5
Latin II or French II	5
	30

Teacher B	*Periods Per Week*
Science I	7
Science II	7
Science III	7
Science IV	7
	28

Teacher C	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English III	5
	30

Teacher D	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
	20

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* A five-teacher school following this curriculum should offer only one foreign language, either Latin or French.

Teacher E	*Periods Per Week*
Home Economics I	10
Home Economics II	10
	20

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:05-9:50	English IV	Science I Recitation M. W. F. Laboratory, T. T.		Mathematics III	Home Economics II
9:55-10:40	Latin I or French I	Science I Laboratory, T.T.	History IV		Home Economics II
10:45-11:30	Latin II or French II	Science II Recitation, M. W. F. Laboratory, T. T.	History III		Home Economics I
11:35-12:20		Science II Laboratory, T. T.	English III	Mathematics I A	Home Economics I
12:20-1:00	NOON RECESS				
1:05-1:50	English I A	Science III Recitation, M. W. F. Laboratory, T. T.	History II	Mathematics I B	
1:55-2:40	English I B	Science III Laboratory, T. T. Science IV Laboratory, M. W	History I A	Mathematics II	
2:45-3:30	English II	Science IV Laboratory, M. W Recitation, T. T. F.	History I B		

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

VIII. 5-C FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

A. Suggested Four-Year Curriculum
(Including Four Years of Smith-Hughes Agriculture)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
or		
Agriculture I	10	5
	22 or 25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
History II—Modern European	5	5
or		
Agriculture II	10	5
	25 or 27	20

Third Year	*Periods*	*Credits*
English III	5	5
Agriculture III or	10	5
Latin I or French I*	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20-27	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
United States History IV	5	5
Science IV—Physics	7	5
Latin II or French II*	5	5
or		
Agriculture IV	10	5
	22 or 27	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I (2 sections)	10
English II	5
English IV	5
Latin I or French I	5
Latin II or French II	5
	30

Teacher B	*Periods Per Week*
Science I	7
Science II	7
Science III	7
Science IV	7
	28

Teacher C	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English III	5
	30

Teacher D	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
	20

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* A five-teacher school following this curriculum should offer only one foreign language, either Latin or French.

Teacher E	*Periods Per Week*
Agriculture I and II	10
Agriculture III and IV	10
	20

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:00-9:50	English I B	Science III Recitation, M.W.F. Laboratory, T. T.			Agriculture I and II
9:55-10:40	English IV	Science III Laboratory, T. T.	History II	Mathematics IB	Agriculture I and II
10:45-11:30	Latin I or French I	Science II Recitation M. W. F. Laboratory, T. T.	History I B	Mathematics I A	Agriculture III and IV
11:35-12:20	Latin II or French II	Science II Laboratory, T. T.	History I A		Agriculture III and IV
12:20-1:00	NOON RECESS				
1:05-1:50	English II	Science I Recitation M. W. F. Laboratory, T. T.	History IV	Mathematics III	
1:55-2:40		Science I Laboratory, T. T. Science IV Laboratory M. W.	History III	Mathematics II	
2:45-3:30	English I A	Science IV Laboratory, M. W. Recitation T. T. F.	English III		

For suggestions relative to length of recitation periods see daily schedule for three-teacher school.

IX. 5-D FIVE-TEACHER HIGH SCHOOL

(Average Daily Attendance 100)

A. Suggested Four-Year Curriculum
(Including Smith-Hughes Home Economics and Smith-Hughes Agriculture)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History II—Modern European	5	5
Home Economics I	10	5
or		
Agriculture I	10	5
	25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
Home Economics II	10	5
or		
Agriculture II	10	5
	25	20

Third Year	*Periods*	*Credits*
English III	5	5
Latin I or French I*	5	5
or		
Agriculture III	10	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 27	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
United States History IV	5	5
Science IV-Physics	7	5
Latin or French II*	5	5
or		
Agriculture IV	10	5
	22 or 27	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I A	5
English II	5
English III	5
English IV	5
Latin I or French I	5
Latin II or French II	5
	30

Teacher B	*Periods Per Week*
History II (2 sections)	10
History III	5
History IV	5
English I B	5
	25

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II (2 sections)	10
Mathematics III	5
Science IV	7
	32

Teacher D	*Periods Per Week*
Agriculture I and II	10
Agriculture III and IV	10
Science III	7
	27

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* A five-teacher high school following this curriculum should offer only one foreign language, either Latin or French.

Teacher E	*Periods Per Week*
Home Economics I	10
Home Economics II	10
Science II	7
	27

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E
8:45-9:00	OPENING EXERCISES				
9:05-9:50	English III	History IV	Mathematics II A	Agriculture I and II	Home Economics I
9:55-10:40	English IV		Mathematics III	Agriculture I and II	Home Economics I
10:45-11:30	Latin I or French I	English I B	Mathematics I A	Agriculture III and IV	Science II Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	Latin II or French II		Mathematics I B	Agriculture III and IV	Science II Laboratory, T. T.
12:20-1:00	NOON RECESS				
1:05-1:50	English IA	History II B	Mathematics II B	Science III Recitation, M. W. F. Laboratory T. T.	Home Economics II
1:55-2:40		History II A	Science IV Laboratory M. W.	Science III Laboratory T. T.	Home Economics II
2:45-3:30	English II	History III	Science IV Laboratory M. W. Recitation T. T. F.		

X. 6-A SIX-TEACHER HIGH SCHOOL

(Average Daily Attendance 130)

A. Suggested Four-Year Curriculum

(Without Home Economics, Agriculture, or Industrial Arts)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
or		
Latin I	5	5
	20 or 22	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
History II—Modern European	5	5
or		
Latin II	5	5
	22	20

Third Year	*Periods*	*Credits*
English III	5	5
Electives (three):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½ or	7	5
Science V—Chemistry	7	5
History III—Ancient and Modern	5	5
Latin III	5	5
French I	5	5
	20 or 22	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
History IV—United States	5	5
Electives (two):		
Mathematics IV—Solid Geometry and Advanced Algebra	5	5
Science IV—Physics	7	5
Latin IV	5	5
French II	5	5
	20 or 22	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English 1 (2 sections)	10
English III	5
English IV	5
French I	5
French II	5
	30

Teacher B	*Periods Per Week*
English II	5
Latin I	5
Latin II	5
Latin III	5
Latin IV	5
	25

Teacher C	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
	25

Teacher D	*Periods Per Week*
Mathematics I B	5
Mathematics II (2 sections)	10
Mathematics III	5
Mathematics IV	5
	25

Teacher E	*Periods Per Week*
Science I (2 sections)	14
Science III	7
Science IV	7
	28

Teacher F	*Periods Per Week*
Science II (2 sections)	14
Mathematics I A	5
Science V	7
	26

C. Suggested Daily Schedule

Periods	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
8:45-9:00	OPENING EXERCISES					
9:05-9:50	English IA	Latin II		Mathematics III	Science IV Recitation T. T. F. Laboratory, M. W.	Science II A Recitation, M. W. F. Laboratory, T. T.
9:55-10:40		Latin I	History III	Mathematics II B	Science IV Laboratory, M. W.	Science II A Laboratory, T. T.
10:45-11:30	English I B	Latin III		Mathematics IV	Science I A Recitation, T. T. F. Laboratory, M. W.	Science II B Recitation, M. W. F. Laboratory, T. T.
11:35-12:20	French I	Latin IV	History I B	Mathematics II A	Science I A Laboratory M. W.	Science II B Laboratory, T. T.
12:20-1:00	NOON RECESS					
1:05-1:50	English III	English II	History IV		Science I B Recitation, M. W. F. Laboratory, T. T.	Mathematics I A
1:55-2:40	French II		History I A		Science I B Laboratory, T. T. *Science III Laboratory, M. W.	Science V Laboratory, M. W.
2:45-3:30	English IV		History II	Mathematics I B	Science III Laboratory, M. W. Recitation, T. T. F.	Science V Laboratory, M. W. Recitation, T. T. F.

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* The experiments in each of the sciences appearing in this schedule, except those in Science III, may be performed without a conflict, as indicated below, in a single laboratory room. If only one laboratory is available, it will be necessary to care for Science III laboratory work in one of the classrooms. The nature of this course is such that this can be done satisfactorily.

SCIENCE LABORATORY SCHEDULE

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:05-9:50	IV	II A	IV	II A
9:55-10:40	IV	II A	IV	II A
10:45-11:30	I A	II B	I A	II B
11:35-12:20	I A	II B	I A	II B
12:20-1:00	NOON RECESS			
1:05-1:50		I B		I B
1:55-2:40	V	I B	V	I B
2:45-3:30	V		V	

XI. 6-B SIX-TEACHER HIGH SCHOOL

(Average Daily Attendance 130)

A. Suggested Four-Year Curriculum
(With Smith-Hughes Home Economics and Smith-Hughes Agriculture)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Electives (one):		
Science I—General	7	5
Home Economics I	10	5
Agriculture I	10	5
	22 or 25	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
Science II—Biology	7	5
Elective (one):		
History II—Modern European	5	5
Home Economics II	10	5
Agriculture II	10	5
	22 or 27	20

Third Year	*Periods*	*Credits*
English III	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½ or	7	5
Science V—Chemistry	7	5
History III—Ancient and Medieval	5	5
Elective (one):		
Latin I or French I*	5	5
Agriculture III	10	5
	22-27	20

Fourth Year	*Periods*	*Credits*
English IV	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
Elective (one):		
Latin II or French II*	5	5
Agriculture IV	10	5
	22-27	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I (2 sections)	10
English III	5
English IV	5
Latin I or French I	5
Latin II or French II	5
	30

Teacher B	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English II	5
	30

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II	5
Mathematics III	5
Science III	7
	28

Teacher D	*Periods Per Week*
Science I	7
Science II	7
Science IV	7
Science V	7
	28

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* In a six-teacher high school following this curriculum only one foreign language may be offered.

Teacher E	*Periods Per Week*
Home Economics 1 (2 sections)	20
Home Economics II	10
	30

Teacher F	*Periods Per Week*
Agriculture I and II	10
Agriculture III and IV	10
	20

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
8:45-9:00	OPENING EXERCISES					
9:05-9:50	English III	History II	Mathematics I A	Science I Recitation, M. W. F. Laboratory, T. T.	Home Economics II	Agriculture I and II
9:55-10:40	English IV	History I A	Mathematics III	Science I Laboratory, T. T.	Home Economics II	Agriculture I and II
10:45-11:30	Latin I or French I		Mathematics I B	Science II Recitation, M. W. F. Laboratory, T. T.	Home Economics I A	Agriculture III and IV
11:35-12:20	Latin II or French II	History I B		Science II Laboratory, T. T.	Home Economics I A	Agriculture III and IV
12:20-1:00	NOON RECESS					
1:05-1:50	English I A	History III	Mathematics II	Science IV Recitation, M. W. F. Laboratory, T. T.	Home Economics I B	
1:55-2:40		English II	Science III Recitation, M. W. F. Laboratory, T. T.	Science IV Laboratory, T. T. Science V Laboratory, M. W.	Home Economics I B	
2:45-3:30	English I B	History IV	Science III Laboratory, T. T.	Science V Laboratory, M. W. Recitation, T. T. F.		

For suggestions relative to length of recitation periods see daily schedule for three-teacher schools.

XII. 6-C SIX-TEACHER HIGH SCHOOL

(Average Daily Attendance 130)

A. Suggested Four-Year Curriculum (With Commercial Education)

First Year	*Periods*	*Credits*
English I	5	5
Mathematics I—Arithmetic and Algebra	5	5
History I—Community Civics	5	5
Science I—General	7	5
	22	20

Second Year	*Periods*	*Credits*
English II	5	5
Mathematics II—Algebra	5	5
History II—Modern European	5	5
Science II—Biology	7	5
	22	20

Third Year *General*	*Periods*	*Credits*
English III	5	5
Latin I or French I	5	5
Electives (two):		
Mathematics III—Plane Geometry	5	5
Science III—Physical Geography ½, Industrial and Commercial Geography ½	7	5
History III—Ancient and Medieval	5	5
	20 or 22	20

Third Year *Commercial*	*Periods*	*Credits*
English III	5	5
Business Arithmetic ½, Industrial and Commercial Geography ½	5	5
Typewriting I	10	5
Stenography I	5	5
	25	20

Fourth Year *General*	*Periods*	*Credits*
English IV	5	5
Latin II or French II	5	5
History IV—United States History	5	5
Science IV—Physics	7	5
	22	20

Fourth Year *Commercial*	*Periods*	*Credits*
English IV	5	5
History IV—United States History	5	5
Stenography II	5	5
Typewriting II	5	2½
Office Practice	5	2½
	25	20

B. Suggested Organization

Teacher A	*Periods Per Week*
English I A	5
English II	5
English III	5
English IV	5
Latin I or French I*	5
Latin II or French II	5
	30

Teacher B	*Periods Per Week*
History I (2 sections)	10
History II	5
History III	5
History IV	5
English I B	5
	30

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* In a school following this curriculum only one foreign language may be taught, either Latin or French.

Teacher C	*Periods Per Week*
Mathematics I (2 sections)	10
Mathematics II (2 sections)	10
Business Arithmetic	2½
	22½

Teacher D	*Periods Per Week*
Science I (2 sections)	14
Mathematics III	5
Science IV	7
	26

Teacher E	*Periods Per Week*
Science II (2 sections)	14
Science III	7
	21

*Teacher F**	*Periods Per Week*
Typewriting I	10
Stenography I	5
Stenography II	5
Typewriting	5
Office Practice	5
	35

C. Suggested Daily Schedule

PERIODS	TEACHER A	TEACHER B	TEACHER C	TEACHER D	TEACHER E	TEACHER F
8:45-9:00	OPENING EXERCISES					
9:05-9:50	English IV	History I B		Science I A Recitation, T. T. F. Laboratory, M. W.	Science IIA Recitation, M. W. F. Laboratory, T. T.	Typewriting I
9:55-10:40	Latin II or French II	History III	Mathematics II B	Science I A Laboratory, M. W.	Science II A Laboratory, T. T.	Typewriting I
10:45-11:30	Latin I or French I	History I A	Mathematics I B	Science IV Recitation, T. T. F. Laboratory, M. W.	Science II B Recitation, M. W. F. Laboratory, T. T.	Office Practice (11th Grade)
11:35-12:20	English III	English I B	Mathematics II A	Science IV Laboratory, M. W.	Science II B Laboratory, T. T.	Typewriting II
12:20-1:00	NOON RECESS					
1:05-1:50	English II		Business Arithmetic	Science I B Recitation, T. T. F. Laboratory, M. W.	Science III Recitation, M. W. F. Laboratory, T. T.	
1:55-2:40	English I A	History II		Science I B Laboratory, M. W.	Science III Laboratory, T. T.	Stenography II
2:45-3:30		History IV	Mathematics I A	Mathematics III		Stenography I

* Teacher F must be a well trained teacher of commercial education.

ADDITIONAL STANDARDS FOR ACCREDITMENT

So essential to the improvement of high school efficiency is the adoption of a curriculum, adopted in view of the number of teachers available, the organization of the school so as to provide reasonable and continuous teaching positions, and the employment of teachers in view of the requirements of those teaching positions, that it seems advisable to enforce gradually the following additional requirements for accreditment:

1. The high school should, with the consent and approval of the county superintendent, adopt and follow one of the curricula suggested in this bulletin, the curriculum adopted depending in each case on the needs of the community which the school serves and the number of high school teachers available.

When a given curriculum has been regularly adopted by the school committee on recommendation of the principal and approval by the county superintendent, it should not be changed without a written notice to the State High School Inspector, because such change might involve the rating of the school.

2. The high school should be organized so as to provide reasonable and continuous teaching positions; that is, organized approximately as suggested in connection with one of the curricula found in this bulletin.

3. The work of each high school teacher should fall within the two fields in which the given teacher holds a certificate to teach, except for such part-time teachers as may be allowed.

TRAINING AND CERTIFICATION OF HIGH SCHOOL TEACHERS

The reorganization of our high schools calls for changes in the training and certification of high school teachers. In almost all small high schools, that is, high schools having from three to six teachers, practically all teachers should be prepared to teach in two fields. Even Home Economics teachers and teachers of Agriculture, unless they are full-time teachers, should be prepared to teach in at least a second field, although these fields are usually so closely related to the major preparation of these teachers that only minor modifications are required in their usual training. High school teachers should not only be prepared to teach in two high school fields, but these two fields should be such as to permit, in view of the requirements of the curriculum adopted, a rational organization of the school.

In view of the requirements of the curricula recommended for high schools of different sizes, and the suggested organization of schools adopting a given curriculum, the teaching combinations and fields are as follows:

1. English and Latin
2. English and French
3. History and one of the following: English, Latin, French, Science, Mathematics
4. Science and Mathematics
5. Home Economics
6. Agriculture
7. Commercial Education

This whole scheme contemplates the issuance of high school teachers' certificates based on combinations or groupings of high school subjects as set forth in this bulletin. This will probably become effective as of July 1, 1928.

The minimum training to prepare teachers for each of the foregoing combinations and fields of high school instruction, effective after July 1, 1928, should be approximately as follows:

1. English and Latin Teacher*

*A. General Professional Courses***	*Semester Hours*	
1. General Psychology	3	
2. Educational Psychology	3	
3. Principles of High School Teaching	3	
4. Secondary Education	3	
		12
B. English		
1. Academic Courses—		
a. Grammar, Oral and Written Speech and Literature	6	
b. English Literature	12	
c. American Literature	6	
		24

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*For each certificate graduation from an A grade college is assumed.

**Common to all certificates.

	Semester Hours	
2. Special Professional Courses—		
a. Materials and Methods in High School English	3	
b. Directed Teaching in High School English (including observation and teaching of not less than 30 class lessons)	3	
		6
C. Latin		
1. Academic Courses—		
(Based on two units of entrance credit)	*24	
2. Special Professional Courses—		
a. Materials and Methods in High School Latin	3	
b. Directed Teaching in High School Latin (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		72
D. Academic Electives		48
Grand total		120

II. English and French Teacher

	Semester Hours	
A. General Professional		12
B. English (See English-Latin Teacher)		30
C. French		
1. Academic Courses—		
(Based on two units of entrance)		24
2. Special Professional Courses—		
a. Materials and Methods in High School French	3	
b. Directed Teaching in High School French (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		72
D. Academic Electives		48
Grand total		120

III. Teacher of History and one of the following: English, Latin, French, Science, Mathematics

	Semester Hours	
A. General Professional		12
B. History		
1. Academic Courses—		
a. Ancient and Medieval	6	
b. Modern European	6	
c. United States History before 1850	6	
d. United States History after 1850	6	
e. Political Science	3	
f. Economics	3	
g. Sociology	6	
		36

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*Additional unit of entrance work reduces requirements by six hours.

	Semester Hours	
2. Special Professional Courses—		
a. Materials and Methods in High School History	3	
b. Directed Teaching in High School History (including observation and teaching of not less than 30 class lessons)	3	
		6
C. *Second Field*		
1. Academic Courses		24 to 36
2. Special Professional Courses—		
a. Materials and Methods in Second Field	3	
b. Directed Teaching in Second Field (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		84 to 90
D. *Academic Electives*		30 to 36
Grand total		120

IV. Science and Mathematics Teacher

A. *General Professional Courses*		12
B. *Science*		
1. Academic Courses—		
a. Biology	12	
b. Physics	12	
c. Chemistry	6	
d. Physical Industrial and Commercial Geography	6	
		36
2. Special Professional Courses—		
a. Materials and Methods in High School Science	3	
b. Directed Teaching in High School Science (including observation and teaching of not less than 30 class lessons)	3	
		6
C. *Mathematics*		
1. Academic Courses—		
(Based on two units of entrance)		
a. Solid Geometry and Trigonometry	6	
b. College Algebra	6	
c. Analytic Geometry	3	
		15
2. Special Professional Courses—		
a. Materials and Methods in High School Mathematics	3	
b. Directed Teaching in High School Mathematics (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		75
D. *Academic Electives*		45
Grand total		120

V. Home Economics Teacher

	Semester Hours	
A. *General Professional Courses*		12
B. *Home Economics*		
1. Non-Professional Courses—		
a. Principles of Art and Design	3	
b. Costume Design	3	
c. House Furnishing	3	
d. Foods (Food study, cookery, marketing, sewing, dietetics, and nutrition	12	
e. Clothing (study construction and renovation of women's and children's clothing and household fabrics, textiles and millinery	9	
f. Home management (care of house, housekeeping, including laundering, household accounts, budgets. One month of practical housekeeping is required)	3	
g. Home Nursing and Child Care and Training	3	
		36
2. Special Professional Courses—		
a. Materials and Methods and Practice Teaching (at least 30 lessons of high school grade)	6	
		6
C. *Related Academic Work*		
1. Inorganic Chemistry	6	
2. Organic Chemistry	3	
3. Household Chemistry	3	
4. Bacteriology	3	
5. Biology	3	
6. Physiology	3	
7. Household Physics (would accept General Physics)	3	
8. Economics	3	
9. Sociology	3	
10. English and Oral Expression	12	
		42
Total required		96
D. *Academic Electives*		24
Grand total		120

VI. Teacher of Agriculture (Smith-Hughes)

(See new catalogue of North Carolina College of Agriculture and Engineering.)

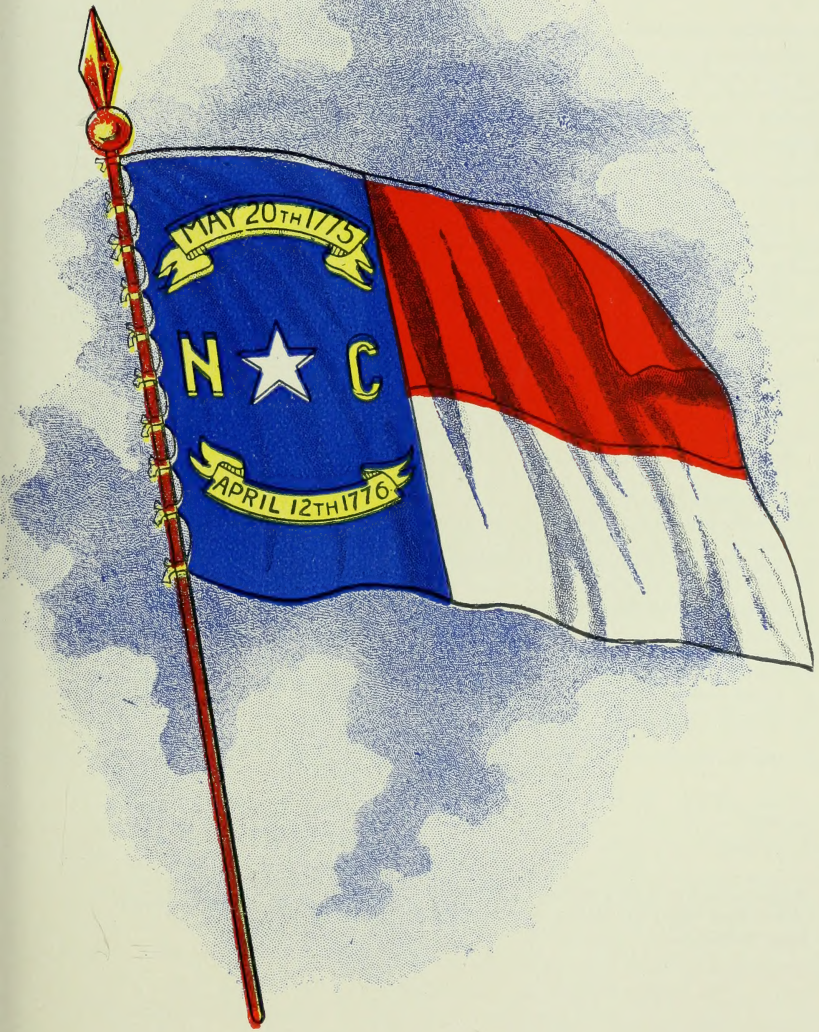
VII. Teacher of Commercial Education

(See Educational Publication No. 88, p. 16.)

Educational Publication No. 101

Division of Publication No. 27

PUBLIC EDUCATION
IN
NORTH CAROLINA


MAY 20TH 1775
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APRIL 12TH 1776

PUBLISHED BY THE
State Superintendent of Public Instruction
Raleigh, N. C.

EDUCATIONAL PROGRESS IN NORTH CAROLINA

Items	1899-1900	1919-1920	1924-1925
1. Total school expenditure	$ 1,062,303.71	$ 12,214,258.20	$ 33,978,063.68
2. Expenditure current expense	1,004,903.09	9,568,743.10	21,030,810.23
3. Expenditure capital outlay	57,400.62	2,645,515.10	12,947,253.45
4. Value of school property	1,097,564.00	24,057,838.00	70,705,835.00
5. Average value per schoolhouse	158.65	3,009.50	9,964.18
6. Number of log houses	1,190	94	43
7. Number of white one-teacher schools	5,047	2,513	1,457
8. Number of teachers	8,320	16,854	22,248
a. White	5,753	12,970	16,920
b. Colored	2,567	3,884	$ 5,328
9. Average monthly salary paid each teacher	$ 23.46	$ 69.55	103.04
a. White	24.79	75.90	113.28
b. Colored	20.48	46.85	67.70
10. Average term in days	70.8	134.0	144.9
a. White schools	73.3	135.9	147.9
b. Colored schools	65.3	127.4	135.0
11. Average number days in school	----------	91.8	106.6
a. White pupils	----------	95.7	112.8
b. Colored pupils	----------	81.9	91.3
12. Total school population	657,949	840,981	941,483
a. White	439,431	573,736	643,572
b. Colored	218,518	267,245	297,911
13. Total school enrollment	400,452	691,249	809,834
14. Total average daily attendance	206,918	473,552	596,211
15. Per cent of population enrolled	60.9	82.2	86.0
16. Per cent of enrollment in average attendance	51.7	68.5	73.6
17. Number of public high schools	*30	420	712
18. Enrollment in public high schools	*2,000	29,294	73,593
19. Number libraries	----------	----------	3,194
20. Number volumes in libraries	----------	----------	590,273
21. Educational appropriations:			
a. Public schools, Maintenance	$ 100,000.00	$**3,476,796.57	$ 1,678,750.00
b. Normal schools, Improvements†	----------	----------	2,219,000.00
Maintenance	16,000.00	139,600.00	403,000.00
c. Higher institutions, Improvements†	12,500.00	----------	4,795,000.00
Maintenance	65,000.00	542,500.00	1,565,000.00
22. Per cent illiteracy for State	28.7	13.1	----------
a. White	19.5	8.2	----------
b. Colored	47.6	24.5	----------

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*Estimate based on the number of public high schools supported by local taxation.

**When State levied ad valorem tax and apportioned three months teachers' salaries.

†Two years.

PUBLIC EDUCATION IN NORTH CAROLINA

GENERAL STATEMENT

Constitutional Provisions and Administration. The Constitution of North Carolina declares that the people have the right to the privilege of education; that it is the duty of the State to guard and maintain that right, and that the General Assembly shall provide by taxation and otherwise for a general and uniform system of public schools wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years.

The public school system in this State is considered only that which pertains to the elementary and high schools. This part of the system is administered by the State Board of Education, which is composed of the following:

Governor A. W. McLean, President
J. Elmer Long, Lieutenant Governor
W. N. Everett, Secretary of State
Baxter Durham, Auditor
B. R. Lacy, Treasurer
D. G. Brummitt, Attorney General
A. T. Allen, Superintendent of Public Instruction, Secretary

The county board of education is the administrative authority for maintaining the public schools of the county except in certain schools that have been granted a special charter by the General Assembly to operate independently. The school committee has local control of the school buildings and school property, is charged with the duty of employing teachers for the public schools, and their contracts with teachers are valid when approved by the county superintendent of schools.

Support. Public schools in North Carolina are supported largely by a county *ad valorem* school tax levy sufficient to meet the constitutional requirements for a minimum term of six months. When the county levy is insufficient, the State aids in the payment of teachers' salaries by what is known as an Equalizing Fund. This fund, which amounted to $1,500,000 during 1924-25, is a direct appropriation from the State Treasury for this purpose. The school fund thus provided is supplemented in a great many school districts through the levy of a local district tax on polls and property to increase the term or supplement teachers' salaries.

The Richard J. Reynolds High School—Winston Salem
This building cost more than the total expenditure for public education in North Carolina in 1900

ELEMENTARY AND SECONDARY EDUCATION

During the first quarter of the twentieth century our elementary and secondary schools grew remarkably. As the following table shows, the enrollment in such institutions more than doubled.

Last year, 1924-25, there was a total expenditure of slightly less than thirty-four millions of dollars as compared with approximately one million dollars twenty-five years ago. The city of Winston-Salem, alone, has a single school building which cost more than the entire sum spent for public education in North Carolina in 1900.

This growth is shown in other items, especially the increased per cent of the school enrollment which is graduating from high schools. In 1910 one in a thousand pupils enrolled in elementary and high schools graduated from high school. During the past school year, 1924-25, one out of seventy-seven completed high school. In short, a child of school age last year was thirteen times as apt to have finished high school as he would have been had he reached the world fifteen years earlier.

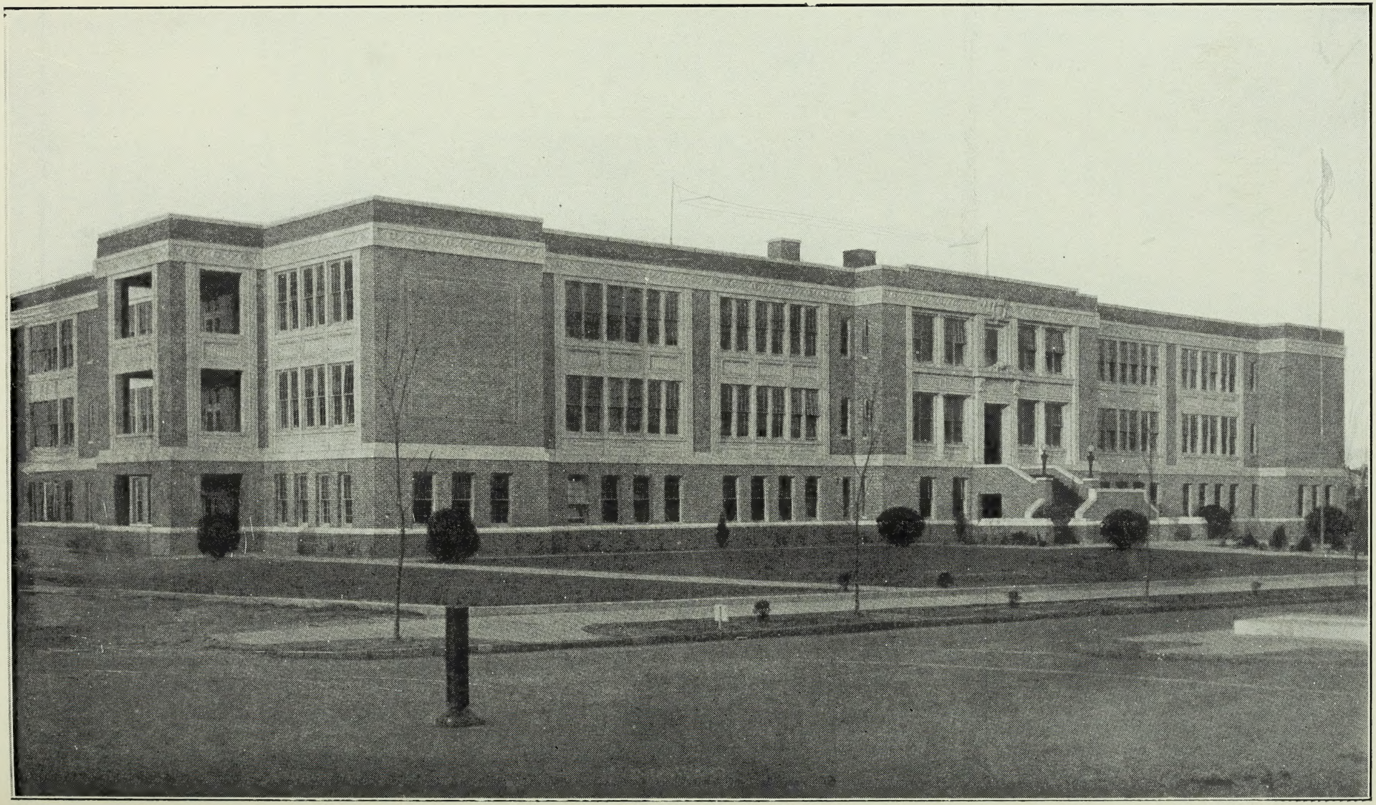
GROWTH IN ELEMENTARY AND HIGH SCHOOLS IN NORTH CAROLINA

Year	Total Expenditure	Total Enrollment	Per Pupil Expenditure	High School Graduates	Total Number Teachers
1900	$ 1,062,303.71	400,452	$ 2.74		8,320
1910	3,178,950.50	520,404	6.11	510	11,162
1920	12,214,250.00	691,249	17.67	2,999	16.854
1921	17,487,763.70	707,762	24.70	3,710	18,361
1922	21,649,645.99	753,698	28.72	4,213	19,733
1923	29,856,988.81	775,495	38.49	5,795	20,536
1924	29,747,075.84	793,406	37.51	8,863	21,403
1925	33,978,063.68	809,834	41.96	10,466	22,248

Elementary School Progress. In 1924, in response to the demand for a statement of the minimum conditions under which standard instruction could be given, the requirements for a standard elementary school were worked out, based on the conditions considered necessary to be provided if a child is to have an equal opportunity in the elementary school. The minimum requirements for a standard elementary school are as follows:

1. A seven-year course of study
2. A term of eight months
3. At least seven teachers, holding proper certificates
4. At least 205 pupils in average daily attendance
5. Standard equipment, building, and system of records

There are 113 schools in the State, at present, which meet these requirements.



New Hanover County School—Cost $400,000
In this county every child has the advantage of a nine-months school term

High School Progress. As the tables which follow show, there has been considerable development in the field of secondary education since 1907. This growth was stimulated greatly in 1920, when the General Assembly enacted a law providing revenue for the establishment of standard high schools in rural communities. From this source approximately $100,000 per year has been used in those counties where the need was greatest and certain local effort was made.

HIGH SCHOOL STATISTICAL SUMMARY, 1924-25

	White	*Colored*	*Total*
Number of Teachers	3,661	513	4,174
Enrollment	72,181	9,521	81,702
Graduates	9,473	993	10,466
Number of High Schools	701	94	795

High School Standardization. Intelligent interest in the development of high schools in North Carolina is manifested in no way better than in the attention which people, in general, are giving to the matter of accredited high schools. The significance of this standardization is more easily understood when one knows that a standard school of the lowest class is one that meets the following requirements:

1. A four-year course of study
2. An eight-months term
3. Three whole-time high school teachers, holding proper certificates
4. Recitation periods 45 minutes in length
5. Forty-five pupils in average daily attendance
6. An adequate building and required equipment

At the close of the session, 1925-26, there were in this State 543 accredited schools, public and private, urban and rural, white and colored. Of these standard schools 494 were white and 49 colored. In this connection it is interesting to note that North Carolina has three times as many colored accredited high schools as any other Southern State and approximately a fourth as many as all Southern states combined. Of the white schools 453 were public and 41 private. Of the 49 colored schools 26 were public and 23 private. During the session of 1924-25, 67,086 children were enrolled in public white high schools. Of this number 57,687 or 86 per cent were enrolled in accredited high schools.

Vocational Education. Starting with the 21 schools in 1917-18, the instruction in Vocational Agriculture has grown until today there are 95 white schools and 20 negro schools with teachers of Vocational Agriculture employed as members of the school faculty, teaching agriculture to more than five thousand farmers and farm boys, each one of whom carries on supervised practice work related to the instruction.

The following table gives the growth of vocational education in the three fields of activity:

Year	AGRICULTURE		HOME ECONOMICS		TRADES AND INDUSTRIES	
	Schools	Enrollment	Schools	Enrollment	Classes	Enrollment
1918-19	21	323	3	100	5	128
1919-20	44	721	23	814	73	751
1920-21	53	1,019	55	1,650	163	1,511
1921-22	65	1,468	53	1,940	180	2,103
1922-23	68	1,900	81	2,831	175	2,021
1923-24	88	2,282	118	4,497	210	2,987
1924-25	105	5,293	140	5,552	258	4,044
1925-26	111	5,800	147	6,261	246	3,699

Visual Education. The Bureau of Visual Education provides free film service, aids in the purchasing of standard motion picture machines for the schools at net wholesale prices, and makes pictures and lantern slides of educational and historical value. More than 125 schools now have approved projection equipment and are making use of the film service supplied free by this department. More than 1,500,000 feet of film are available for distribution. During 1924-25, 1,515 six-reel programs of pictures were supplied to 95 schools. The total attendance on these programs during this year was 210,638.

The service offered is being gradually enlarged to include films of instructional value as well as entertainment. Films that may be used in the classroom, those that deal with history, geography, science, travel, industry, drama and literature, are being purchased and will be available for future use.

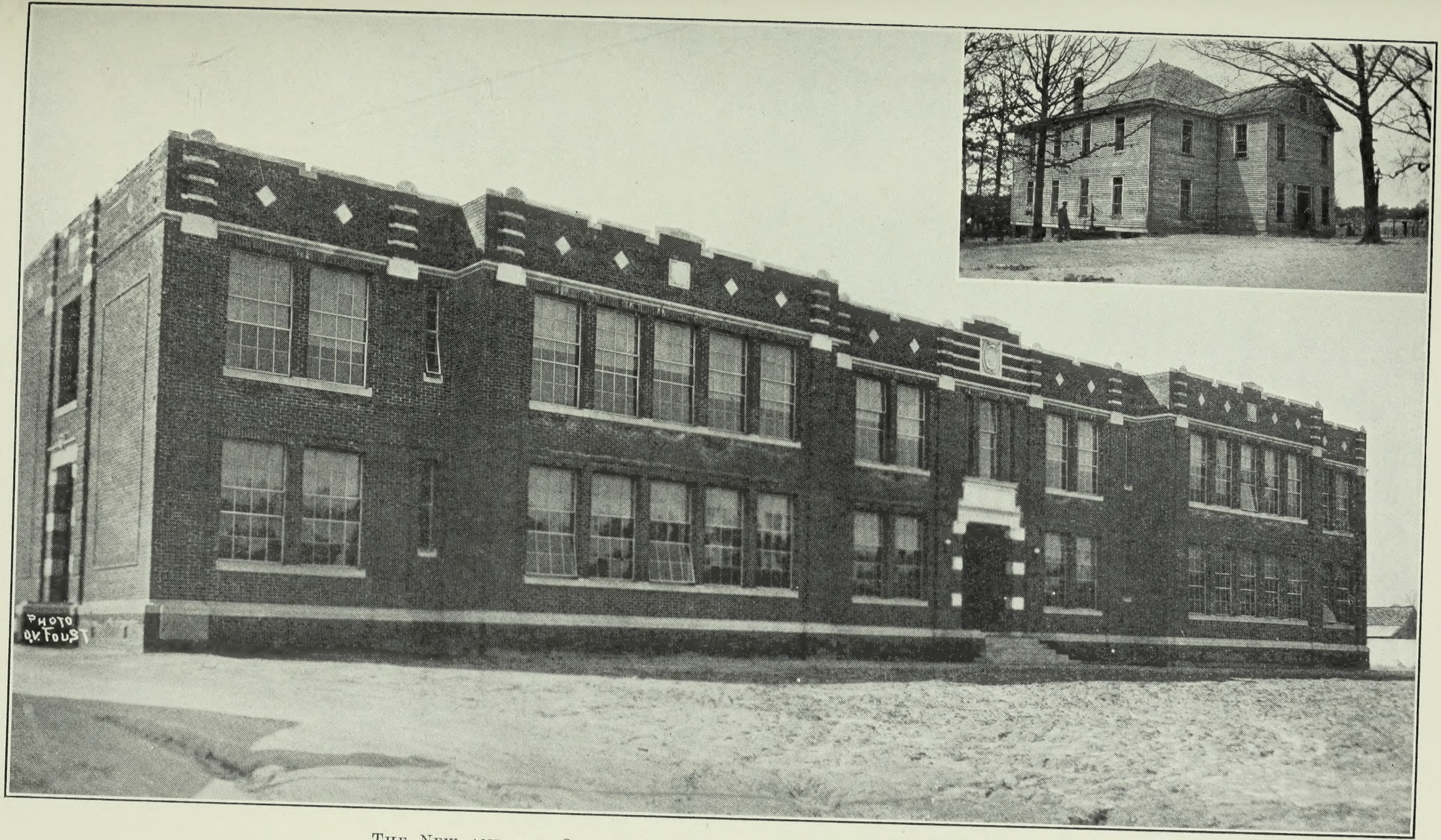


PHOTO
O.V. FOUST

The New and the Old in Old Fields Township—Wilson County

SCHOOL BUILDING PROGRESS

The progress that North Carolina has made in education during the past twenty-five years is materially shown in the school buildings which have been erected for the white children, the colored children and the Indian children of the State.

In 1900 the total value of all school property in the State was only $1,097,564. There were 6,918 buildings having an average value of $159. Nearly all of these buildings contained less than three rooms and 1,190 were log houses.

The State's direct participation in building modern schoolhouses began in 1903 when, through the influence of Superintendent Joyner, the Legislature converted the old State School fund of $200,000 known as the "Literary Fund," into a permanent loan fund as a practical plan of securing in a reasonable time a comfortable and respectable schoolhouse in every rural district in the State. On June 30, 1925, the principal amounted to $1,217,766.50 and the amount available to be loaned each year is $255,000.

To meet the demands for larger consolidated schools the Legislature of 1921 authorized a special building fund of $5,000,000. No loan could be made from this fund for erecting or repairing any school building containing less than five classrooms. So gratifying were the results obtained from the first five-million-dollar special building fund that the Legislature of 1923 authorized another bond issue of $5,000,000 for the same purpose.

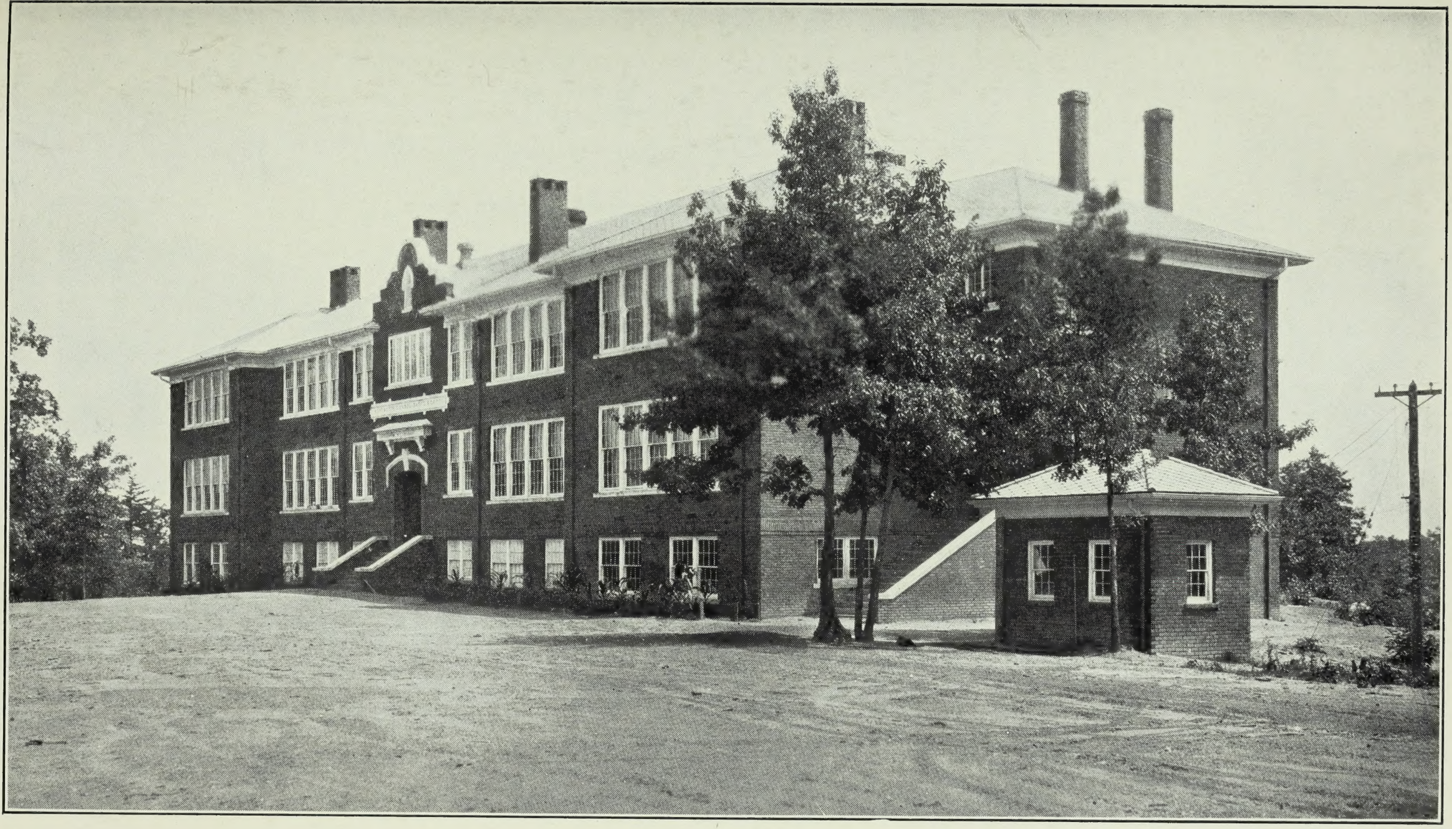
The Legislature of 1925 authorized a third five million. A condition precedent to receive a loan from this issue was that the building to be erected contained at least seven classrooms, and that the building be modern in all of its attainments.

An evidence of what is being done for the colored children is the work of the Julius Rosenwald Fund, which has aided in the construction of 571 buildings within the State. These are valued at $2,796,710.

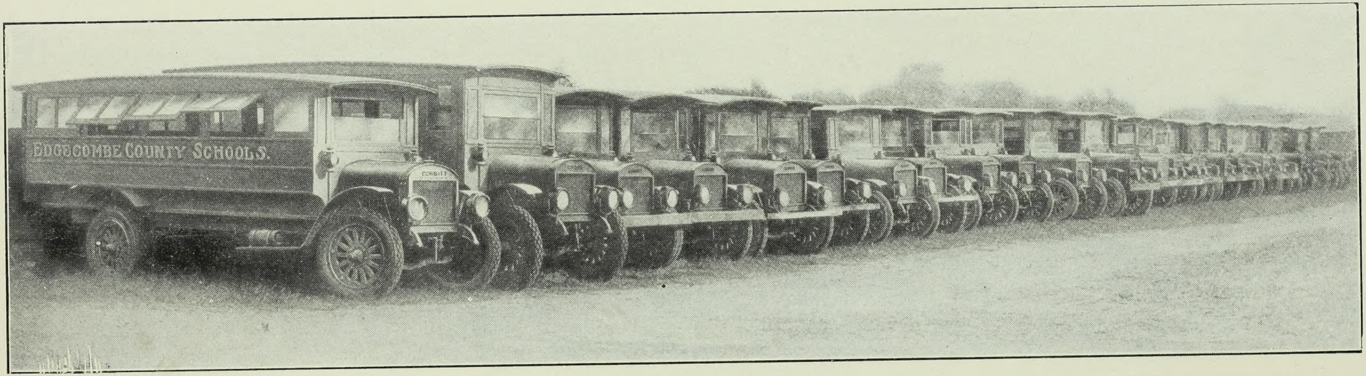
The State has made special appropriations of $62,000 to aid in the construction of modern schools for the Indian children of Robeson County.

At present North Carolina is spending at the rate of about $11,000,000 per year in the modernization of her school buildings. The following table gives some idea of the progress that is being made along this line:

Year	*Value of School Property*	*Expenditure for Capital Outlay*
1900	$ 1,097,564.00	$ 56,207.60
1910	5,862,969.00	435,765.58
1920	24,057,838.00	2,355,061.02
1921	28,202,133.00	3,716,619.17
1922	35,268,970.00	5,795,872.88
1923	48,874,830.00	12,198,385.42
1924	59,758,005.00	10,156,407.99
1925	70,705,835.00	12,470,059.28



The Wentworth School—A Consolidation of 10 Small Type Schools


EDGECOMBE COUNTY SCHOOLS.
CORBITT

North Carolina Operates 2,500 Trucks—Edgecombe County Has 44

CONSOLIDATION AND TRANSPORTATION

Consolidation. One of the incidents of consolidation is the elimination of the one- and two-teacher schools. In 1900-01 there were 7,829 one-teacher rural schools in the State. The past school year, 1924-25, there were only 2,720 one-teacher schools. There has been a decrease in this type of school each year since 1901-02, when there were 7,867 one-teacher schools.

The tendency in North Carolina is toward the larger type of school, one that has five, six, and more than six teachers. The following table shows the growth in this larger size school during the past four years:

Year	*White*	*Colored*	*Total*
1921-22	326	29	356
1922-23	458	33	491
1923-24	634	57	691
1924-25	703	93	796

Transportation. As an aid to the consolidation of schools public transportation of pupils has been brought about. In most instances the transportation of pupils necessarily follows consolidation. However, it is practically a new undertaking in this State, having come with the advent of good roads and the successful use of motor buses.

The following table shows statistically the progress the State has made in transportation from its inception in 1914 up to the present time:

Year	*Number of Vehicles Used*	*Number of Children Transported*
1914-15	6	150
1919-20	247	7,936
1921-22	528	20,359
1922-23	858	31,544
1923-24	1,318	48,251
1924-25	1,909	69,295
1925-26*	2,500	90,000

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* Estimate

The Clemmons Consolidated School—Forsyth County
North Carolina is spending $11,000,000 annually for modern school buildings

INSTITUTIONS OF HIGHER LEARNING AND TEACHER TRAINING

During the past few years no phase of educational progress has been more marked than that of higher education. The institutions of higher learning are each administered by a separate board of trustees.

The following are the names and locations of the State institutions of higher learning:

White

I. Colleges:

- North Carolina College for Women, Greensboro
- North Carolina State College of Agriculture and Engineering, Raleigh
- University of North Carolina, Chapel Hill

II. Teachers College:

- East Carolina Teachers College, Greenville

III. Standard Normal Schools:

- Appalachian State Normal, Boone
- Cullowhee State Normal, Cullowhee
- East Carolina Teachers College, Greenville (Two-year course)

Colored

I. Colleges:

- Agricultural and Technical College, Greensboro
- North Carolina College for Negroes, Durham

II. Teachers College:

- Winston-Salem Teachers College, Winston-Salem

III. Standard Normal Schools:

- Elizabeth City State Normal, Elizabeth City
- State Normal School, Fayetteville
- Winston-Salem Teachers College, Winston-Salem (Two-year course)

There are also 27 white and 5 colored denominational or privately endowed institutions which offer work of college grade.

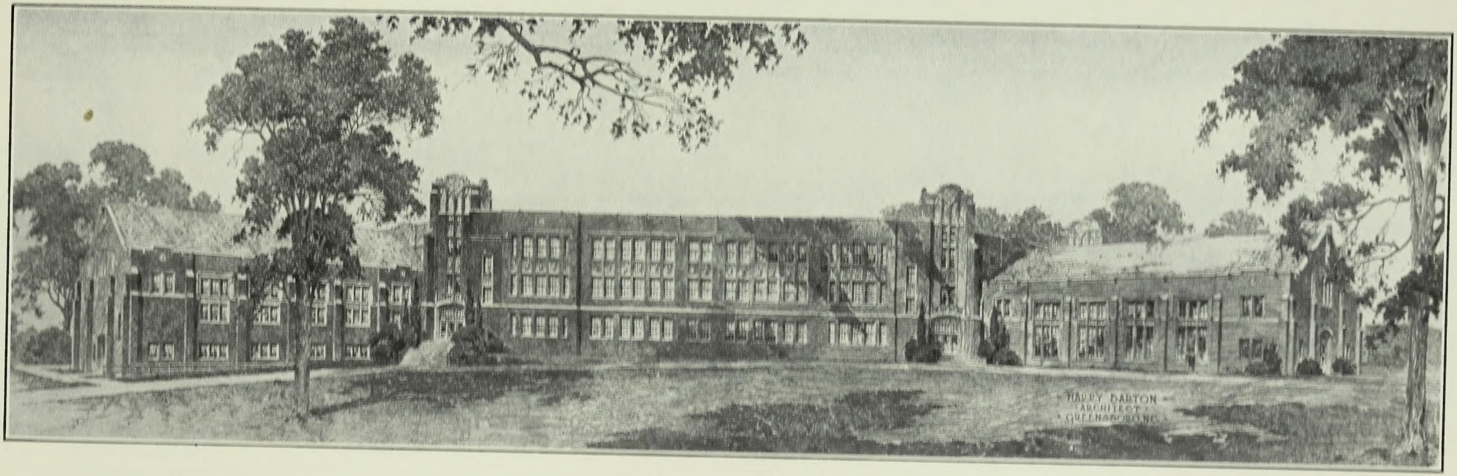
In addition to these institutions, there were in 1925-26 thirteen teacher training departments in high schools for whites and seven departments for colored. These departments have one-year curricula and high school graduation is required for admission.

These instiutions constitute the facilities for higher education in this State. Upon these agencies the State must rely for the training of its teachers. Each institution is given a rating upon the basis of which the teacher secures a certificate to teach. Credit less than graduation from high school is non-standard.

The following facts give the status of the teaching force of the State from 1922-23 to 1925-26:

TEACHERS CERTIFICATES

Year	*Standard*	*Non-standard*	*Total*
1922-23	15,579	4,972	20,551
1923-24	16,795	4,639	21,434
1924-25	18,240	4,017	22,257
1925-26	19,785	3,116	22,901



HARRY BARTON
ARCHITECT
GREENSBORO N.C.

HIGH POINT HIGH SCHOOL
THE STATE'S SCHOOL BUILDING PROGRAM IS NOT YET COMPLETE. THIS STRUCTURE
LOCATED ON A 43 ACRE SITE, IS IN THE PROCESS OF
CONSTRUCTION AT A COST OF $770,000

STATE SCHOOL FACTS

PUBLISHED SEMI-MONTHLY BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

July 1, 1926 RALEIGH, N. C. Vol. II, No. 20

Entered as second-class matter September 20, 1924, at the postoffice at Raleigh, North Carolina, under the Act of August 24, 1912.

Capital Outlay Distribution

In the issue of this paper dated June 1, 1926, it was stated that the total expenditures for schools for all purposes during the year 1924-25 was $33,978,063.68. It was also stated in that issue that this total sum was divided into two parts, $21,030,810.23, or 61.9 per cent, of which was for current expense or the necessary cost of running the schools, and the remaining $12,947,253.45, or 38.1 per cent, for the purpose of adding permanent improvements.

In the last issue, dated June 15, an analysis was made of the current expense items or the larger portion of school expenditures for the year 1924-1925. In this issue an attempt will be made to analyze the lesser portion of school expenditures, or the amount spent for capital outlay during this period.

Since the capital outlay payments for any one year is not a proper index of what any particular school system is doing, the units have not been arranged in any order running from high to low or vice versa. The rural systems are arranged alphabetically and the cities are listed in the alphabetical order of the counties in which they are located.

These facts for these units are presented, therefore, merely as a cross-section of the school building activities and as an indication of what is being spent in the various school units for permanent equipment. What is being done in one particular unit during this year, 1924-25, has been done in other units during previous years, and will be done in still other units during future years. While one unit has nearly completed its building program, another is just beginning. As stated above, the table at the right intends to give a panoramic picture, so to speak, of the building and equipment activities of the State during this particular school year.

Capital Outlay Expenditures, 1900-25

Since it is true that the amount spent over a period of years more nearly represents what a system is putting into permanent improvements, there is presented in the table below the capital outlay payments made for each year from 1900-01 to 1924-25. This table is divided into four parts, according to the purpose for which the payments were made: Houses and sites, furniture and apparatus, libraries, and trucks. The total amount spent is divided into two parts, according to whether it was for the rural or city schools, and the amount spent for houses and sites is also divided on this basis and the amount spent in the rural schools for houses and sites further divided into white and colored. These various divisions aid in a proper interpretation of the purposes for which capital outlay payments were made.

Except for the three years, 1914-15, 1915-16, and 1916-17, when it was not possible, the amounts spent for repairs have been deducted from this table, although repairs have been counted as an outlay charge in the report on expenditures. This fact accounts for the differences that may be noted in the total amount spent for capital outlay as shown in the table presented below and that presented in the two preceding issues of this paper.

The table below shows that a total of $12,470,059.28 was spent for capital outlay, as defined in this paper for the year 1924-25. This amount, plus $477,174.17, the amount spent for repairs, makes the total $12,947,253.45, as given in the preceding issues of this paper.

Of this $12,470,059.28 spent for this purpose during 1924-25, $8,561,155.08, or 68.7 per cent, was spent in the rural schools, and $3,908,904.20, or 31.3 per cent, was spent in the city schools. This was an average of $13.97 spent for each rural child and $19.85 for each city child during this year.

Twenty-five years ago a total of $56,207.60 was spent in the rural schools for new houses and sites. This would about build and equip one good building of 16 rooms and auditorium under the present-day method of erecting modern school buildings. During that time this amount probably helped to build hundreds of "standard" one-room log schoolhouses.

There is no record of what the city schools spent prior to 1904-05. During that year the records show that $74,575.35 was spent in the cities for permanent equipment. This amount would hardly be enough to build a city school by the present-day method of building. During this year, the rural schools spent $222,317.40 for capital outlay, $197,690.99 of which was for new houses and sites, and the remainder for furniture, apparatus and other equipment.

From 1905-06 till 1913-14 the amounts spent for capital outlay ranged in an irregular order from $423,683.15 to $634,300.88. The part of these amounts used in the rural schools was from $22,090.09 to $429,358.76. During this period the city schools never spent more than $257,908.01 for capital outlay purposes. These amounts would no more than pay for two or three schoolhouses, depen[illegible]

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crease these advantages. Of this amount, nearly a million and a half was for the benefit of the rural children and over $900,000 for the children in the cities.

The next year, 1920-21, nearly three and three-quarter million dollars were spent to increase the investment in capital outlay of the schools of the State. Nearly two and one-half millions of this amount was invested in rural school property and $1,219,622.72 in city school property.

The next succeeding year, 1921-22, capital outlay investments lacked a little more than $200,000 reaching a total of six million dollars—over two million dollars more than the year just preceding. Over a million and a half of this increase was in city school property and the other half million in rural school property. Nearly a quarter million, or one-half of the rural increase, was for the purpose of trucks for the transportation of children. There was very little increase in actual expenditures for new houses and sites in the rural schools that particular year.

The Past Three Years

Over twice the amount spent during 1921-22 has been invested in new schools and school equipment during each of the past three years for which figures are available. During 1922-23 over twelve million dollars was spent toward increasing the capital outlay in both rural and city schools. During 1923-24 over six million dollars was invested in rural school property and nearly four millions in city school property. During 1924-25, the last year for which data has been collected, the rural schools increased capital outlay investment over eight and one-half million dollars and the city schools nearly four millions—making a total of $12,470,059.28, the most that has been invested in any one year in school property.

Explanation of Growth

There are several reasons in the explanation of why during each of these three years capital outlay expenditures were greatly in excess of preceding

that the General Assembly of 1923 provided for a second bond issue for a like amount and purpose. These funds have been used largely in the rural systems. Of course, both the rural and city systems have added to these amounts by voting bonds upon themselves for the purpose of erecting schoolhouses.

These facts indicate why within the past six years that 45 million dollars have been expended in permanent improvements and equipment in the public elementary and high schools of the State.

Capital Outlay Distribution, 1924-25

The table at the right shows for what purpose the capital outlay expenditures were made during 1924-25. Of the $12,470,059.28 spent in the State during this year, $9,823,861.51 was invested in new buildings for the white children of the State, $876,418.38 in new buildings for the colored children of the State, $872,104.88 for furniture and apparatus for the white children, $76,620.64 for furniture and apparatus for the colored children, $56,032.02 for white libraries, $3,312 for colored libraries, $647,512.45 for new trucks, and $114,197.40 for all other purposes not classified. As would be expected, the largest per cent of capital outlay is for new buildings. The equipping of these buildings is next largest in cost, being nearly a million dollars. The amount spent for trucks this year was nearly $650,000. The life of a truck is not as long as a schoolhouse, so every few years a new outlay must be made for this purpose. Besides, the increase in the number of pupils being transported from year to year accounts in part for the purchase of new school busses.

On September 15, 1925, the publication of *STATE SCHOOL FACTS*, a five column paper, was begun. This paper is published semi-monthly and is sent free of charge to school officials, libraries, institutions and persons interested in education. At the present time it has a mailing list of about 3,500 people.

The purpose of this paper is to give the basic facts about the schools of the State. An average of about two columns is devoted to statistical matter and the remaining three columns to the presentation and interpretation of these facts.

After having published this paper for nearly two years it is felt that it has been a worth-while undertaking. The manifestation of interest on the part of the public has been far greater than anticipated. The newspapers have coöperated splendidly in giving the facts to the people by allotting a column or more, sometimes on the front page, to the presentation of the material as set forth in each issue.

CAPITAL OUTLAY DISTRIBUTION, 1924-1925

1. Summary—All Schools

Unit	New Buildings		Furniture and Apparatus		Libraries		Trucks	All Other
	White	Colored	White	Colored	White	Colored		
North Carolina	$ 9,823,861	$ 876,418	$ 872,104	$ 76,620	$ 56,032	$ 3,312	$ 647,512	$ 114,197
Rural	6,667,797	444,285	656,734	50,329	27,250	600	640,667	73,490
City	3,156,064	432,133	215,370	26,291	28,782	2,712	6,845	40,707
City Group I	1,099,304	272,740	68,175	13,531	15,079	2,672	197	2,168
City Group II	464,690	5,296	11,755	800	2,723		194	6,210
City Group III	566,597	70,299	31,810	7,189	2,642	40	462	10,792

2. The Rural Schools

Unit	New Buildings White	New Buildings Colored	Furniture and Apparatus White	Furniture and Apparatus Colored	Libraries White	Libraries Colored	Trucks	All Other
Alamance	65,614.48		2,849.47	33.00	1,217.43		2,595.00	1,105.65
Alexander	38,290.34	30.00	9,072.80				2,436.29	
Alleghany	618.27	40.00	1,295.09		150.00			
Anson	54,202.87	5,724.19	7,664.57		434.78		9,023.63	
Ashe	8,320.09		2,289.37		65.85			259.50
Avery	1,782.27		820.34					
Beaufort	17,835.76	2,281.55	3,645.38	356.11	166.75		13,046.46	352.54
Bertie	27,718.60	4,948.35	3,044.88	354.53	150.04		10,570.87	
Bladen	78,141.17		5,741.94		150.00		8,569.17	
			323.39	276.68				262.58
			47,128.61	516.86			14,443.73	6,001.75
			7,885.78	14.65	675.55		7,050.13	
			7,000.00	373.30				824.24
			1,102.19		150.00			
			490.54					
			6,789.66		906.16		4,421.08	
			2,721.12	163.90			6,854.71	
			28,552.54	164.73	1,334.99		14,622.12	1,355.06
			1,817.89	15.16	255.20		7,677.04	
			388.35					
					1.74		1,662.25	
			1,076.87		94.85		1,211.56	
			7,593.34	578.45	275.75		3,417.18	119.68
			11,920.48	269.75	262.14		6,479.25	2,025.69
			8,393.53	124.85	254.76		4,639.81	956.15
			23,072.74		409.20		12,851.35	
			2,546.59	22.15			5,736.00	472.15
			513.10					
			2,935.04		618.87		2,203.44	51.77
			7,489.12	2,198.63	151.26		6,463.04	
			6,567.25	161.35			5,750.51	
			15,237.87	1,090.84	2,546.41		10,156.25	8,493.80
			12,806.95	8,699.70	591.70		13,003.31	892.98
			18,856.03		4,789.75		39,849.49	
			5,392.97		442.51		5,561.72	191.58
			16,853.91	4,327.37	410.00		16,056.83	
			1,842.28	12.26	237.55		2,480.74	606.00
			3,200.30					
			2,441.29	56.05			17,005.54	
			253.71		162.80		1,889.50	
			13,384.96	97.05	230.00		42,305.80	3,463.52
			8,490.82	5,244.55	290.33	141.76	8,516.27	
			8,936.17	403.53		89.77	10,085.20	1,150.40
			12,120.79	663.75	180.00		4,087.50	
			2,951.30	7.00	250.00			1,371.63
			1,132.01	1,802.79	2.50		10,020.28	
			1,528.57	402.42			2,018.38	388.38
			3,733.31	144.06	303.51	25.00	2,959.32	267.28
			5,969.20	119.70	55.00		10,970.65	317.87
			8,115.40	40.23	544.50		4,170.00	36.75
			40,287.76	236.25			9,451.91	9,085.78
			1,264.98	467.50	10.37		5,077.00	
			1,783.57	243.90			7,946.00	
			16.01		169.60		14,884.26	15.00
			1,813.82		88.02		8,224.00	
			865.37		282.57			
			3,072.56		197.61		3,820.79	
			4,963.14	1,020.67	287.85	30.00	5,446.13	1,260.86
			1,685.41	747.98			3,268.60	
			24,426.54	25.50	392.87		10,657.72	112.00
			1,919.15				811.00	
			2,900.00		30.00		5,058.18	144.68
			516.58	1,235.16	100.00	17.95	5,236.27	
			18,069.96	999.28	123.65			
			400.41		16.90			
			3,701.22	410.93	110.00	10.00	8,967.44	
			1,741.35	50.65	137.75		425.00	
			3,095.93	1,061.84	652.01		1,312.37	3,000.00
			5,603.20	8.50	274.57		2,618.43	
			1,781.02		282.98		3,896.00	1,163.38
			5,992.00		6.43		4,480.00	751.71
							767.75	
			2,294.91					
			8,162.12	157.07			9,128.90	
			6,202.42		111.00		7,466.56	
			10,745.98				810.00	249.40
			12,876.09	2,236.15	348.16		11,576.38	
			4,373.37	3,016.25	312.00		12,016.81	
			29,070.04		335.72		30,103.36	3,233.25
			6,267.08		250.00			4,630.82
Rutherford	[illegible]83,732.67	653.15	15,532.08	47.81	50.13		10,211.66	356.65
Sampson	18,508.04	412.35	1,271.52					4,594.24
Scotland	56,609.00	13,740.75	3,824.01	318.67			10,016.90	45.00
Stanly	36,504.53		4,854.48	24.70	370.30		8,385.90	
Stokes	10,220.39	44.19	6,545.12		300.00		8,598.82	1,475.24
Surry	36,039.51	466.10	10,010.18	34.33	150.00		14,400.00	25.00
Swain	21,774.77		12,001.28				1,899.50	147.34
Transylvania	56,405.05		6,430.78	90.82	68.53		1,435.00	1,570.09
Tyrrell	764.91	471.75	1,083.07	768.00			333.92	75.84
Union	4,647.88	7,917.39	5,597.31	1,447.00			1,420.18	
Vance	54,855.87	949.07	1,940.48	10.00	1,409.06		2,500.00	368.22
Wake	24,114.21	3,946.70	10,640.59	4,037.68	189.54		13,608.45	10,219.12
Warren	10,788.39	6,164.14	3,956.16	2,403.83	271.13	125.87	956.78	
Washington	39,787.37	1,547.23	447.41	91.47			7,926.14	
Watauga	7,981.79		52.00		100.00			
Wayne	204,074.40	4,954.72	3,456.92	67.60	69.28		20,042.99	
Wilkes	13,857.67	3,430.87	634.49	325.31	50.00	159.54		
Wilson	94,516.95	8,374.84	4,421.85	9.54	939.98		3,083.00	
Yadkin	1,305.67	200.00	1,636.66				472.55	
Yancey	2,348.11		616.69				62.95	

3. City Group I

Unit	New Buildings White	New Buildings Colored	Furniture and Apparatus White	Furniture and Apparatus Colored	Libraries White	Libraries Colored	Trucks	All Other
Asheville	106,143.84	1,036.44						
Durham	20,419.58		5,957.43	1,985.80	807.07	500.00		
Winston-Salem	352,836.30	217,345.89	11,105.21	3,777.69	2,578.70			
Greensboro	272,569.72	2,761.21	20,080.08	1,500.00	10,032.51	2,002.20	197.29	
High Point	830.37		5,408.13	40.08	1,661.06	169.91		
Charlotte			8,929.15					1,302.50
Wilmington	353.13	1,948.11	3,744.00	239.48				
Raleigh	346,152.00	49,649.25	12,951.53	5,988.52				865.65

4. City Group II

Unit	New Buildings White	New Buildings Colored	Furniture and Apparatus White	Furniture and Apparatus Colored	Libraries White	Libraries Colored	Trucks	All Other
Concord	171.50							
New Bern			755.06	116.11	240.64		194.98	655.54
Gastonia	133,593.88				500.00			
Kinston			2,424.83		1,931.01			
Rocky Mount	17,153.73	3,400.00	298.55		51.63			1,296.00
Elizabeth City	4,007.19	166.65	704.30					607.14
Salisbury	215,061.93							
Henderson	36,221.62	1,730.22	1,350.00					
Goldsboro	58,480.24		4,193.51					3,651.55
Wilson			2,028.99	684.50				

5. City Group III

Unit	New Buildings White	New Buildings Colored	Furniture and Apparatus White	Furniture and Apparatus Colored	Libraries White	Libraries Colored	Trucks	All Other
Burlington								
Washington				528.86				
Morganton		4,578.91	554.62	1,105.80				
Hickory	242,000.00		15,775.00		1,360.00			
Shelby			705.35				462.50	
Fayetteville			1,520.74		226.60			3,333.28
Lexington		14,614.71	805.17	218.00	39.29	40.00		
Tarboro	73,633.44	775.91	2,632.60	126.44				6,832.42
Roanoke Rapids	95,334.04		1,843.28		200.56			376.50
Dunn	27,003.91	1,576.29	300.50					
Mooresville			1,285.95	55.11				
Statesville	1,315.21							
Smithfield	430.43	201.39	121.92	167.75				250.00
Greenville	89,200.91		3,440.29	4,159.10	375.79			
Reidsville	1,984.24	48,552.03	2,735.00	828.45				
Mount Airy	35,695.80				440.52			

CAPITAL OUTLAY PAYMENTS, 1900-1925

	Houses and Sites					Furniture and Apparatus	Libraries	Trucks	Total Capital Outlay		
	Rural			City	Total				Rural	City	Total
	White	Colored	Total								
1900-01	$ 43,514.26	$ 12,693.34	$ 56,207.60	$	$ 56,207.60	$	$	$	$ 56,207.60	$	$ 56,207.60
1901-02	77,269.68	12,274.55	89,544.23		89,544.23				89,544.23		89,544.23
1902-03	124,838.94	13,951.68	138,790.62		138,790.62				138,790.62		138,790.62
1903-04	169,457.59	10,221.79	179,679.38		179,679.38				179,679.38		179,679.38
1904-05	179,865.35	17,825.64	197,690.99	63,939.07	261,630.06	25,072.97	10,189.72		222,317.40	74,575.35	296,892.75
1905-06	163,711.86	14,618.80	178,330.66	219,694.69	398,025.35	47,841.94	13,720.68		221,090.09	238,497.88	459,587.97
1906-07	235,283.72	29,293.98	264,577.70	99,344.42	363,922.12	47,239.13	12,521.90		308,772.96	114,910.19	423,683.15
1907-08	294,503.64	29,372.84	323,876.48	206,175.22	530,051.70	62,391.76	14,324.95		369,720.42	237,047.99	606,768.41
1908-09	254,590.89	25,056.90	279,647.79	147,062.79	426,710.58	64,943.25	13,988.97		338,429.70	167,213.10	505,642.80
1909-10	228,123.85	26,100.52	254,224.37	92,718.31	346,942.68	76,740.60	12,082.30		310,155.71	125,609.87	435,765.58
1910-11	241,562.38	29,546.52	271,108.80	118,629.02	389,737.82	62,616.34	11,957.29		328,008.98	136,302.47	464,311.45
1911-12	285,968.08	27,957.26	313,925.34	232,584.15	546,509.49	76,197.56	11,593.83		376,392.87	257,908.01	634,300.88
1912-13	320,339.66	38,009.13	358,348.79	156,862.77	515,211.56	78,998.27	15,476.66		429,358.76	180,327.73	609,686.49
1913-14	463,280.21	44,263.52	507,543.73	394,512.10	902,055.83	114,782.95	13,541.52		598,348.61	432,031.69	1,030,380.30
1914-15	*514,372.75	*37,917.99	552,290.74	*541,899.31	1,094,190.05	122,546.21	17,730.22		639,117.15	595,349.33	1,234,466.48
1915-16	*429,048.80	*45,317.30	474,366.10	*312,604.85	786,970.95	117,702.71	16,844.13		563,089.25	358,428.54	921,517.79
1916-17	*651,380.81	*65,818.99	717,199.80	*496,300.09	1,213,499.89	128,236.00	19,072.83		812,302.72	548,506.00	1,360,808.72
1917-18	533,410.39	45,013.83	578,424.22	326,241.88	904,666.10	143,279.44	18,467.36		682,738.66	383,674.24	1,066,412.90
1918-19	428,795.75	32,740.50	461,536.25	87,363.53	548,899.78	133,349.50	12,088.03		566,179.34	128,157.97	694,337.31
1919-20	938,920.47	163,713.52	1,102,633.99	774,601.94	1,877,235.93	463,860.20	13,964.89		1,451,917.12	903,113.90	2,355,061.02
1920-21	2,027,185.07	186,755.45	2,213,940.52	1,081,830.43	3,295,770.95	411,245.08	9,603.14		2,496,996.45	1,219,622.72	3,716,619.17
1921-22	2,146,463.03	248,799.48	2,395,262.51	2,674,012.20	5,069,274.71	464,986.74	12,711.94	248,899.49	2,911,642.43	2,851,230.45	5,795,872.88
1922-23	4,836,027.47	309,516.35	5,145,543.82	5,682,999.87	10,828,543.69	1,028,557.91	30,300.71	310,983.11	6,035,379.25	6,163,006.17	12,198,385.42
1923-24	4,843,812.09	333,829.42	5,177,641.51	3,281,685.78	8,459,327.29	1,066,202.57	66,513.11	511,444.22	6,392,082.46	3,764,325.53	†10,156,407.99
1924-25	6,667,797.59	444,285.27	7,122,082.86	3,588,197.03	10,710,279.89	948,725.52	59,344.02	647,512.45	8,561,155.08	3,908,904.20	†12,470,059.28

*Includes repairs. †All other included: 1923-24, $52,920.80; 1924-25, $114,197.40.

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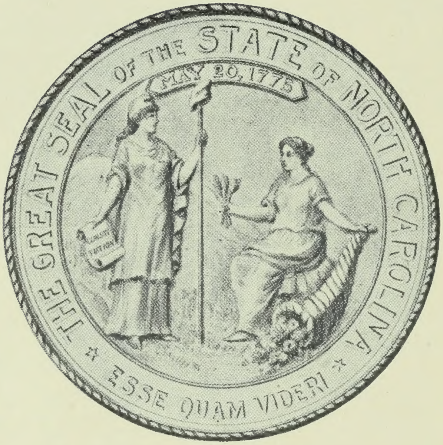
THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
MAY 20, 1775
CONSTITUTION
ESSE QUAM VIDERI

EDUCATIONAL PUBLICATION No. 102 DIVISION OF SCHOOL INSPECTION No. 26

STANDARDS

FOR THE

ELEMENTARY SCHOOLS

OF

NORTH CAROLINA

1926-27

PUBLISHED BY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

AIMS OF ELEMENTARY EDUCATION

The aims of elementary education in terms of life objectives have been defined as:*

1. **Health.** The school should provide the knowledge of health conduct necessary throughout life; for the welfare of the individual and the perpetuity of the race are both dependent on physical vigor and sound health.
2. **Fundamental Processes.** Command of the fundamental processes must be acquired. They are the tools essential to efficiency in all practical activities and daily work.
3. **Civic and Social Relations.** There need to be developed those ideals and habits of civic and social relations: (a) citizenship, (b) moral and ethical character, (c) worthy home membership.
4. **Recreation.** The school should cultivate interests and means of recreation of common value to all; for leisure time should be used for the enjoyment and enrichment of life.

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*Adapted from "The Elementary School Curriculum" by Bonser. The Macmillan Company.

CONTENTS

PAGE

Aims of Elementary Education 2

Foreword 4

Introduction 5

Classes of Standard Schools 7

Course of Study 11

Equipment 13

  Supplementary Readers 13

  Maps and Globe 13

  Library 13

  Special Primary Equipment 14

  Additional Equipment Recommended 16

Records and Reports 17

Building 18

Suggestions for Securing Special Primary Equipment 21

Report on Standardization of Elementary Schools for 1925-1926 22

  Standard Elementary Schools—Rural 23

  Standard Elementary Schools—Special Charter 25

FOREWORD

These standards for elementary schools have been prepared with the hope that they may contribute to the upbuilding and strengthening of the elementary schools, which, as the foundation of our public school system, must meet the common needs of all our children, not only in giving them the fundamentals of an education, but in enriching and broadening their lives.

Grateful acknowledgment is made to the superintendents, supervisors, principals and teachers whose hearty coöperation made possible the study of the schools of the State on which these standards are based, and to the members of the committees on standards from the primary and grammar grade departments of the North Carolina Education Association.

Helpful suggestions were given by the members of the special advisory committee appointed by Superintendent Allen, who gave time and study to the work: Superintendent L. J. Bell, J. W. Carr, Jr., C. L. Coon, J. S. Edwards, S. G. Hasty, J. C. Lockart, J. F. Webb, C. C. Haworth, Frederick Archer, T. R. Foust; Doctors M. R. Trabue, E. W. Knight, A. M. Jordan; Mr. F. H. Koos, Mr. Leon Meadows, Mr. T. E. Story, Miss Ila Johnston, Mrs. J. A. Robinson, Miss Nell Armfield, Miss Maycie Southall, and Miss Louise Lancaster.

The coöperation of the members of the State Department of Education is appreciated, especially the assistance given by the Division of Schoolhouse Planning in preparing the building standards.

Susan Fulghum,
State Inspector Elementary Schools.

INTRODUCTION

This bulletin on Standards for Elementary Schools was prepared by Miss Susan Fulghum, State Inspector Elementary Schools, State Department of Education, after consultation with many teachers and superintendents.

For a long time there has been a feeling in North Carolina that there should be a clear statement of the minimum conditions under which standard instruction in the elementary schools can be given. The movement for the elimination of the one-teacher school, by means of consolidation and transportation, created a need for such a statement.

The new school code, which requires the county board of education to prepare a county-wide plan of organization before going further with any kind of consolidation, has greatly accentuated the need for such a statement of standards; because the plan of organization adopted now and provided with a system of permanent buildings will probably fix the type of school in North Carolina for the next generation.

The State Department of Education is trying to answer with this bulletin this insistent demand from the field.

It is hoped that it will serve many useful purposes for county superintendents and county boards of education; not only in planning the organization of the entire system and in determining the size of the local schools, but also in setting up a new level of teacher preparation, and in emphasizing the need for increased teaching equipment. It should in this way be a great stimulus to local communities in their efforts to provide better educational facilities and should give to the local Parent-Teacher Association a definite goal to strive for.

It is suggested that county boards of education accept graduation from a standard elementary school for unconditional entrance into the standard high schools of the county. Perhaps a standard elementary school should later be required in connection with every standard high school.

The State Department will send a visitor to schools desiring to be placed on the list; and, at the end of each scholastic year, a list of the standard schools, measuring up to the standards herein set forth, will be printed for distribution. This list will be based on information secured by visits and from the reports submitted by the various schools.

The general scheme was submitted to the various departments of the North Carolina Education Association and almost unanimously approved by them. A committee of twenty-five superintendents and teachers met in the office of the State Superintendent and debated every item of the standards and approved the general scheme. These standards cannot, therefore, be called "office standards," because they have been compiled out of the experience of people now actually engaged in the service.

At the end of the first year, this bulletin is reprinted, together with the report of the year's activities of the Inspector of Elementary Schools. The results are very gratifying.

Perhaps the standards will need to be modified within the next few years, so as to include a principal who, under the general supervision of the proper school authorities, will have direct supervisory authority over the activities of the elementary school. Young teachers with certificates as high as a Primary or Grammar Grade B based on normal school graduation, should, in their summer school work, begin to specialize in the direction of elementary principalship.

It is suggested that superintendents begin to give the same careful consideration to the employment of principals for elementary schools that they have been giving heretofore to the selection of high school principals.

An elementary principal should be thoroughly familiar, by both training and practice with the whole elementary field, and the same high level of training should be required as is now required of supervisors.

In the union schools, of course, the high school principal will have general administrative control. If, in addition to this, one of the elementary teachers could be made a part time supervising principal for the elementary grades, great good, in my opinion, could be accomplished.

I, therefore, commend to all people interested in elementary education in North Carolina, a careful study of this bulletin, with a view to the improvement of conditions in their localities.

A. T. Allen

State Superintendent Public Instruction.

STANDARDS FOR ELEMENTARY SCHOOLS

CLASSES OF STANDARD SCHOOLS

Two groups of standard elementary schools have been worked out. In each group are two classes. These are:

Group I—Class A and Class B.
Group II—Class A and Class B.

The requirements for these groups are as follows:

GROUP I—CLASS A

1. Seven-year course of study.*
2. Length of Term. Nine months or 180 days, exclusive of holidays.
3. Number of Teachers. At least fourteen whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 450 pupils in average daily attendance.
   The number of pupils per teacher should not exceed forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music and Drawing in all grades. (See page 11.)
7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12″ in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.
   A teacher's desk dictionary in each grade—four to seven.
   One unabridged dictionary for use in grades four to seven.
   d. Library of at least 700 volumes, including required subjects.
   e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1927-28; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP I—CLASS B

1. A seven-year course of study.*
2. Length of Term. Nine months or 180 days exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 240 pupils in average daily attendance.

   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   b. Required number of maps and a globe at least 12" in diameter.
   c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.

      A teacher's desk dictionary in each grade—four to seven.

      One unabridged dictionary for use in grades four to seven.
   d. Library of at least 500 volumes, including required subjects.
   e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1927-28; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP II—CLASS A

1. A seven-year course of study.*
2. Length of term. Eight months or 160 days, exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 240 pupils in average daily attendance.

   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language, and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   - a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   - b. Required number of maps and a globe at least 12" in diameter.
   - c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.

     A teacher's desk dictionary in each grade—four to seven.

     One unabridged dictionary for use in grades four to seven.
   - d. Library of at least 500 volumes, including required subjects.
   - e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1927-28; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

GROUP II—CLASS B

1. A seven-year course of study.*
2. Length of Term. Eight months or 160 days, exclusive of holidays.
3. Number of Teachers. At least seven whole-time teachers.
4. Qualification of Teachers.† All teachers must hold at least Elementary A Certificates. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 205 pupils in average daily attendance.

   The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Requirements for completion of a standard elementary school must include satisfactory completion of the prescribed seven-year course of study in Reading, English (including Language and Spelling), and Arithmetic; Geography—grades four to seven; History—grades five to seven; Civics—grade seven. The suggested minimum amount of time must be devoted to Health and Physical Education, Writing, Music, and Drawing in all grades. (See page 11.)
7. Equipment:
   - a. At least three sets of supplementary readers (20 copies in a set) for each grade.
   - b. Required number of maps and a globe at least 12″ in diameter.
   - c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven.

     A teacher's desk dictionary in each grade—four to seven.

     One unabridged dictionary for use in grades four to seven.
   - d. Library of at least 300 volumes, including required subjects.
   - e. Special equipment for primary work.
8. Required permanent records.
9. An adequate, sanitary building.

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* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1927-28; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils.

If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

COURSE OF STUDY

A unified, carefully graded course of study is essential to effective work. The law requires the teaching of certain fundamental subjects as they are arranged, by grades and outlined in the State Course of Study, in all seven-year elementary schools. The curriculum of an elementary school which follows the State Course of Study will be approved.

Every effort should be made to strengthen and supplement the work, and to broaden and enrich the curriculum to meet the needs of the pupils in giving them the fundamentals of an education.

Textbooks.

The State adopted textbooks are required by law to be used in all the elementary schools of the State.

Required Subjects.

The course of study must include:

English (Reading, Language, and Spelling)—grades one to seven; Arithmetic—grades one to seven; Geography—grades four to seven; History (including North Carolina History in the sixth grade)—grades five to seven; Civics—grade seven; Elementary Science—grade seven.

The amount of time specified *is required* to be given to the following subjects:

Health and Physical Education—grades one to seven, 120 minutes per week.
Writing*—grades one to six, 75 minutes per week; grade seven, 45 minutes.
Music**—grades one to seven, 75 minutes per week.
Drawing—grades one to seven, 60 minutes.

Amount of Work Required by Grades.

The State Course of Study is to be used as the basis of classification of pupils and as outlining by grades the amount of work to be completed in each subject.

Standard Tests.

It is urgently recommended that schools employ measurements in the scientific determination of the results of teaching and of the ability to learn. Intelligence tests, and Standard Achievement Tests should be used in the classification of pupils, to reveal individual needs and to indicate the progress of the class.

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* Less time may be given if pupils measure up to grade standard on a standard writing scale.

** Music texts are required. If the pupils do not own them, the school is required to own at least two sets of State adopted texts (30 copies each) to be used from grade to grade.

Completion of a Standard Elementary School.

This includes satisfactory completion of the prescribed seven-year course of study in English, Arithmetic, Geography, History and Civics, with the specified amount of time devoted to Health and Physical Education, Writing, Music and Art Education.

Pupils completing the course in a standard elementary school should be issued Certificates of Completion which will entitle them to enter a standard high school without examination.

SUGGESTIVE TIME DISTRIBUTION TABLE

SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
ENGLISH:							
Reading and Literature	550	525	400	300	225	200	400*
Language	100	100	150	175	175	200	
Spelling	50†	75	75	100	100	100	
WRITING‡	75	75	75	80	80	75	50
ARITHMETIC	50	100	150	200	200	200	240
GEOGRAPHY (including North Carolina Geography) and ELEMENTARY SCIENCE	—§	—§	50	150	160	180	240
HISTORY (including North Carolina History in sixth grade) and CIVICS	—§	—§	—§	50	120	160	240
HEALTH and PHYSICAL EDUCATION	150	150	150	150	150	150	150
ART EDUCATION (Fine and Industrial Arts)	75	75	75	90	90	90	60**
MUSIC	75	75	75	80	80	80	80

The above time allotments include both study and recitation time. Study time may be a part of the recitation period or a separate period set apart for this purpose.

Unassigned time should be used as best meets the needs of the pupils.

Ethics and Moral Training should be provided for in all grades.

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* English includes Reading, Language, and Spelling.

† Last half of term.

‡ Less time should be given by students measuring up to grade standard on a Standard Writing Scale.

§ Frequently included in language work and opening exercises. At other times special periods are used.

** Additional time (1½ to 2 hrs.) should be added if industrial and practical arts are taught.

EQUIPMENT

SUPPLEMENTARY READERS

Easy, interesting supplementary reading material should be selected, including children's literature, geography and travel, history, biography, science, etc. List of supplementary readers for each grade are given in the State Course of Study in the course in reading, and also in the other subjects. Additional lists, including books recently published or especially recommended, will be furnished by the State Department of Education.

MAPS AND GLOBE

Effective teaching of Geography and History requires not only reference and supplementary reading material, but an adequate number of maps and charts, together with the constant use of a globe. The requirements for use in grades four to seven are as follows:

Globe.

At least 12" in diameter (preferably a suspension globe).

Maps.

A. Physical Series:

World on Mercator's Projection
United States
North America
South America
Europe
Asia
Africa
Australia
Eastern Hemisphere
Western Hemisphere

At least five of the above are required.

B. Blackboard Outline Series:

At least three under A above are required.

C. Political Series:

At least one set of seven maps under A are required.
Also good map of North Carolina.

D. Historical Series; Atlas:

An atlas and a good series of charts for American History are recommended, not required.

Each map should be mounted on a spring roller with a board back, or in an individual or group case.

LIBRARY

Requirements.

A carefully selected, well organized library is vital to the success of the work of a school. The number of library books required in standard schools is: Group I—Class A, 700 volumes; Group I—Class B, 500 volumes; Group II—Class A, 500 volumes; Group II—Class B, 300 volumes. The library must include:

100 volumes of standard literature for children.
20 volumes of poetry.
50 volumes of reference and supplementary material in geography (including travel, exploration, discoveries, industries, inventions, nature and science)—for use in grades four to seven.
50 volumes of reference and supplementary material in history and civics (including biography)—for use in grades four to seven.

Note. See bulletin, "List of Library Books for Elementary Schools." State Department of Education. Books on all subjects are given by grades.

Grade libraries of twenty to forty of the library books are required in each of the first three grades. Grade libraries are recommended for all grades.

Schools are urged to subscribe to several children's magazines, especially the National Geographic.

Use of Library.

Loan System: A charging system should be kept, preferably by means of cards. (See State Bulletin, "List of Library Books for Elementary Schools," pages 8 and 9. Supplies may be purchased from Gaylord Bros., Syracuse, N. Y.)

Records: The following records and information should be kept:

1. Accurate and up-to-date accession record of all the books in the library in a Standard Accession Book.*
2. Number of volumes in library—(a) at beginning of year; (b) number added during year; (c) total number to date.
3. Record of use of library†—total number of borrowers; total number of volumes loaned during the year.
4. Grade libraries—number of books distributed to each grade.
5. A permanent record of each pupil's library reading.
6. Amount of money spent for new books—there should be an annual library appropriation.
7. Number of magazines taken. (See State Library Bulletin for suggested list.)
8. Record of library service—time given per week by teacher-librarian or regularly employed librarian.

Classification: The books in the library should be classified by a standard library classification.

Library Room.

Standards for a library room and equipment are given on page 20. Adequate shelving should be provided. The elementary books should be shelved apart from the high school books.

SPECIAL PRIMARY EQUIPMENT

Special equipment is necessary for effective work in the primary grades. The minimum amount *required* is as follows:

I. General Equipment.

The following are *required:*

1. Recitation chairs (15 to 20) in the first grade.
2. Grade library (20 to 40 books) in each grade—one to three.
3. Printing press (large type for charts) and a supply of tagboard.

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* This is a numerical list of the books in the library in the order in which they are added to the library. This list should be kept in a separate book from the high school list. A Standard Accession Book of one thousand lines may be purchased from Gaylord Bros. Price $1.25.

† The total number of borrowers consists of the total number of children who borrowed books. The total circulation is obtained by counting the total number of times each book was loaned. Count the book cards at the close of each day before filing them. This gives the total number of books loaned each day. The total for the month and the year is compiled from the daily record. A book designed for keeping this record (entitled "Record of Books Borrowed") may be bought from Gaylord Bros. Price 40 cents.

II. Reading Equipment.

The following are *required:*

1. Set of Phrase Cards for first basal primer and first reader.
2. Set of Word Cards for first basal primer and first reader.
3. Complete set of Phonic Cards for the phonic facts to be taught in the first, second, and third grades.
4. Silent Reading Material—for use in grades one to three—including some of the following:

    Action Sentences; Directions; Questions; Completion Exercises; Group Project Playlets; Silent Reading Lessons.

5. Seatwork Material—for use in grades one to three—including some of the following:

    Word Cards for Sentence Building; Word Matching (Self Verifying Busy Work); Silent Reading Seatwork (Stories, Words, Projects to Illustrate, Silent Reading Language Cards, Picture Building); Classifying Words; Phonetic Seatwork.

Recommended:

Chart for first basal primer; Mother Goose Charts.
Sentence Strips.
Phrase Cards for oft-recurring phrases and those needing special drill—for the first basal, second and third readers.
Word Cards for the words needing special attention (those most essential to the child's reading vocabulary and those difficult because of form) in the first basal, second and third readers.
Nursery Rhyme Sheets; Chart Racks.
Phonetic Drill Charts; Story Building Blocks.

Note. Some materials may be bought; others made. See page 21 for suggestions.

III. Arithmetic Equipment.

Some materials under each of the following heads are *required:*

1. Objects for counting and grouping: Splints (1,000 or more—4" to 5"); Numeral Frame; Blocks; Beads.
2. Measures: Rulers (1 dozen each grade); Yard Sticks (one each grade); One Set Liquid Measures for use in grades one to three.
3. Number Cards and Games—for combination and four fundamental processes; seatwork material for counting, combinations and fundamental processes.

Note. All the materials listed above may be purchased. Many of them can be made. See page 21 for suggestions.

IV. Materials for Drawing, Cutting, Construction.

The following are *required:*

Scissors—at least four dozen pair for use in grades one to three.
Manilla Drawing Paper—adequate supply for each grade (one to three).
Crayola—a box per child (grades one to three).
Newspaper Paper (unprinted)—adequate supply for first and second grades.

Note. Children may pay for use of these materials.

Recommended:

Colored Construction Paper—adequate supply for grades one to three.

Clay or Plasticene—adequate supply.

Tools—small, strong saws; small, large-headed hammers; nails, varying sizes; tacks; 1 vise; 1 screwdriver.

V. Equipment for Written Work—Recommended:

Uniform materials for all written work (paper of proper width ruling and pencils of proper size) are recommended. Schools can easily order these materials and sell them to pupils.

Grade I:

Paper—(a) Unruled, unglazed (unprinted newspaper paper)—first used. Suggested size of sheets 5"x20". Teacher may fold two-inch creases for lines.

(b) Wide-ruled unglazed paper—one-inch ruling.

Pencil—large size: "Beginner's Pencil."

Grade II:

Paper—unglazed; five-eighths-inch ruling.

Pencil—ordinary size, medium soft, large lead.

Grade III:

Paper—(a) Rough surface; one-half-inch ruling.

(b) Quality that will take ink well; one-half-inch ruling.

Pencil—ordinary size, medium soft.

Penholder—medium size with cork or rubber tip.

Pen—with rounded point.

(See page 21 for suggestions for ordering.)

ADDITIONAL EQUIPMENT RECOMMENDED

(Grades One to Seven)

I. General Equipment:

United States Flag (large size for flag pole, small one for each grade).

North Carolina Flag.

Recitation chairs for second and third grades.

Victrola and suitable records; Piano.

Pictures; Mother Goose pictures by Jessie Wilcox Smith. Copies of great pictures—for schoolroom and picture study.

Scales for weighing pupils.

Bulletin Board; Sand Table; Playground Apparatus.

II. Standard Tests:

Intelligence Tests.

Achievement Tests in subjects.

RECORDS AND REPORTS

Pupil's Individual Permanent Record.

All standard elementary schools are required to keep a complete, accurate, cumulative scholastic and attendance record for each child, including his final standing and location by grade. An elementary school register with detachable sheets is issued by the State Department of Education for this purpose. The individual record sheets should be detached, placed in envelopes at the end of the year and permanently filed. A supply of these individual manila envelopes may be purchased from Barrett Printing Co., Wilson, N. C. Only one envelope will be needed for each pupil as long as he remains in school.

Annual Report.

An annual report to the State Superintendent of Public Instruction is required of all standard schools. This report will call for the following information:

1. Statement of the organization of the school.
2. Record of the enrollment, attendance, and promotions of each grade.
3. Summary of the work by grades.
4. Record of the certification, training, experience, and position held by each teacher.
5. Report of the equipment required in a standard school.
6. Report on building.

It will be necessary for the school to keep an accurate record of these items.

A School Should Also Have on Hand:

Individual School Census Cards.

Copies of all Teachers' and Principals' Reports required by city or county school authorities.

BUILDING

A modern, sanitary building should be provided, including:

An adequate number of classrooms of proper size, properly lighted, properly heated, and well ventilated.

At least a seat of suitable size for every child in average daily attendance; adequate blackboard facilities; adequate, well ventilated cloakroom space; and adequate library facilities.

Sanitary water supply with drinking and lavatory facilities; sanitary toilet facilities.

Building and grounds kept in good condition.

Water supply and sewage disposal to be approved by State Board of Health.

The State Board of Health has agreed to approve the water supply and sewage systems of schools.

If the water supply and toilet facilities in buildings now in use are not sanitary and adequate, these features must be approved by the State Board of Health.

Plans and specifications for the water supply and pumping equipment and for the sewage disposal plant in all new buildings should be prepared by the architect and submitted to the State Board of Health for approval before construction is started or contract let for these features. After the equipment is installed, a detailed report upon it should be submitted to the State Board of Health by the architect, to be verified and filed for future reference.

Building Standards.*

The building standards which best provide these conditions are given below. Every effort should be made to meet them.

1. Adequate number of classrooms:
    a. Size: There should be at least fifteen square feet of floor space and 200 cubic feet of air space per child. A classroom should be 22 feet wide by 30 feet long and 12 feet high.

    b. Lighting:

    Lighting from left only, or from left and rear, with at least one-fifth window area to floor space.

    Classrooms should receive east or west light. Windows should be grouped in batteries of five or six units, at least five feet from front wall, with the narrowest possible mullions. All windows should be approximately four feet from the floor, extending as near the ceiling as possible, and the distance from the floor to the top of the windows should be one-half the width of the room.

    Shades: Translucent shades should be used. They should be adjustable and should be hung from the center of the window. They should be light tan or cream.

    Walls: These should be light tan, cream, or buff, and the ceiling should be old ivory or cream. In rooms full of sunlight the walls may be light gray or gray-green. Nothing darker than a weathered oak stain should be used for the woodwork; light or golden oak preferred. See "Color Card" of State Department of Education.

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* Prepared by The Division of Schoolhouse Planning, State Department of Education.

c. Heating and Ventilation:

There should be an adequate central heating plant. The best service is obtained from a low-pressure steam or vapor system, with the recognized amount of radiating surface.

Adequate window ventilation is satisfactory. An adequate fan system of ventilation insures fresh air.

d. Seating:

Only single desks of proper sizes for the pupils should be used.

Types:

Movable, adjustable chair desks.
Adjustable desks of suitable size and properly adjusted.
Non-adjustable desks of proper size to fit the children.

Desks of only one size should be placed in a row from front to back. In measuring, the proper distance apart from the edge of the desk to the back of the seat, the following will be a guide:

Number of Desks	*Distance Apart*	*Age of Children*	*Grades*
6	9 inches	6 and 7	1 and 2
5	9 inches	8 and 9	2 and 3
4	10 inches	10 and 11	3, 4, and 5
3	11 inches	12 and 13	4, 5, 6, and 7
2	12 inches	14 and above	7 and 8

There should be an aisle between the row of desks and the wall not less than 24 inches wide, and between the rows not less than 20 inches wide.

Movable furniture is especially recommended for first grade: Tables and chairs, or movable chair desks.

When stationary desks are used a table and chairs for group work should be provided.

e. Blackboard Facilities:

Blackboards three to three and one-half feet in width should be placed at the front of the room and on the side to the right of the children seated. The height from the floor should be—

24 inches—grades one to three.
26 inches—grades four to five.
28 inches—grades six and seven.

The minimum for each classroom is 30 linear feet. The best quality of slate is the standard; otherwise, the best grade of Hyloplate or equal. Composition boards or painted walls are unsatisfactory and should not be used.

f. Cloakrooms: A cloakroom with at least one good window should open into the classroom. The hooks should be sufficiently low for the use of the little children. Racks for lunch boxes should be provided. Lockers are often used in place of cloakrooms.

2. Library.

   An attractive properly equipped library is an important part of every school. "Physical Standards for Libraries" are given in the North Carolina Library Commission Bulletin No. 5, Vol. 10; and in the pamphlet, "The High School Library," published by the University of North Carolina. (Both bulletins are free.)

   A bookcase is needed in each classroom. A built-in bookcase is especially desirable. (See page 13 of the State Bulletin, "List of Library Books for Elementary Schools.")

   A reading table in the classroom is very useful, especially in the primary grades.

3. Building and Grounds.

   The building should be kept clean and in good repair.

   The grounds should be well drained and all improvements should conform to a blueprint plan of walks and drives and a planting of shrubbery and flowers, suitable to the locality. Information and help may be secured from the University of North Carolina Extension Service, the State Department of Education, and the State Department of Agriculture.

4. Sanitary Water Facilities.

   a. Water Pressure System: The water supply to be used in all school buildings should be the public municipal supply where such is available. Where such is not available, a drilled well, securing water from deep-seated underground sources, must be constructed. A small motor with pump and pressure tank attachment is satisfactory for providing running water. Samples of the water should be submitted to the State Laboratory of Hygiene for test at least once a month.

   b. Drinking Fountains: Drinking water should be accessible only from sanitary bubbling drinking fountains in playgrounds and corridors—of type which will not permit water that has touched lips to fall back upon the stream.

   c. Lavatories: Suitable lavatories of convenient height; soap (preferably liquid) and tissue paper toweling are essential.

5. Sanitary Toilet Facilities.

   Adequate, well ventilated toilets and sewerage disposal system or sewer connection, which meet requirements of the State Board of Health, must be provided. Toilets to be kept in good condition.

6. Provision for fire protection should meet the requirements of the State Department of Insurance.

SUGGESTIONS FOR SECURING SPECIAL PRIMARY EQUIPMENT

Reading Equipment. (Listed on page 15.)

Phrase Cards for the first basal primer and also for the first basal first reader may be purchased from the publishers of the State-adopted readers.

Word Cards for the first basal primer and first reader may be secured from the publishers or made.

Phonic Cards may be bought from the publishers of the basal books. The complete set should include the phonetic facts to be taught in the first, second, and third grades. It may be necessary to make a few additional cards.

Silent Reading Materials may be purchased from Ginn & Co., 70 Fifth Ave., New York (Horn Shields Silent Reading Flash Cards); The Plymouth Press, 7850 Lowe Ave., Chicago, Ill.; Wheeler Publishing Co., 352 East 22d St., Chicago, Ill.; Johnson Publishing Co., Richmond, Va.; Milton Bradley Co., Atlanta, Ga.

Excellent directions for making materials for silent reading lessons are given in "How to Teach Silent Reading to Beginners," by Watkins, J. P. Lippincott Company, Philadelphia; Teachers' Primary Manuals for "The Boys' and Girls' Readers," by Bolenius, Houghton-Mifflin Co., New York; and "Reading in the St. Cloud Public Schools, Grades One to Six," by Hilpert, Board of Education, St. Cloud, Minn.; "Educative Equipment for Rural Schools," by Dunn, Teachers' College, Columbia University, New York.

Seatwork Materials may be purchased from the firms listed above. Additional ones are Laidlaw Bros., New York; and Harter School Supply Co., Cleveland, Ohio; Edward Babb & Co., Boston; A. Flanagan Co., Chicago; Beckley-Cardy Co., Chicago; J. S. Latta, Cedar Falls, Iowa; J. L. Hammett, Cambridge, Mass.; Southern School Supply Co., Raleigh; Virginia School Supply Co., Richmond, Va.

Excellent directions for making seatwork materials may be found in "The Teaching of Seatwork," Avis Westcott, 4725 South Aldrich, Minneapolis, Minn., and Dunn's Educative Seatwork, State Normal School, Farmville, Va.

Arithmetic Equipment. (Listed on page 15.)

Materials may be purchased from firms listed under "Reading Equipment." Many of them can be made. Excellent suggestions are given in Stone's "How to Teach Primary Number," Benj. Sanborn & Co., New York, and "Primary Number Projects," by Losh and Weeks, Houghton-Mifflin Co., New York.

Equipment for Written Work.

The materials for written work listed on page 16 may be secured from the following firms:

Paper—(Practice Paper; Tablets; Composition Books)—
  Zaner & Bloser Co., Columbus, Ohio.
  J. C. Blair Company, Huntingdon, Penn.
  Roberts & Meck, Harrisburg, Penn.

Pencils—
  Dixon Pencil Company, New York.
  Eagle Pencil Company, New York.

REPORT ON STANDARDIZATION OF ELEMENTARY SCHOOLS FOR 1925–1926

	In Counties	*Special Charter*	*Total*
Number of schools which qualify on basis of number of teachers and length of term	304	184	488
Number of standard schools	63	50	113
Number which did not become standard	241	134	375
Items which kept schools from qualifying:			
1. Teacher's certificates*	157	57	214
2. Equipment	63	57	120
3. Course of Study*	7	8	15
4. Building Conditions*	8	10	18
5. Attendance*	6	2	8
	241	134	375

Total Number of Schools Inspected, 165.

Report of Libraries in Standard Schools

	No. Schools	*No. Vols. before school was accredited*	*No. Vols. in library at present*
County	63	9,992	34,379
City	50	29,755	53,793
Total	113	39,747	88,172

Total Number of Borrowers	31,475
Total Number of Volumes Loaned	254,077

Reported by seventy-three of these schools.

Great credit and honor are due the schools which became standard this year. Many of them began early in September to strengthen their courses of study and to secure the necessary equipment. Superintendents, supervisors, principals, teachers, and pupils worked with untiring efforts.

The outlook for next year is most encouraging, for many schools throughout the State have begun to build up libraries, to secure the sets of supplementary readers, and to provide for physical education, music, and art in their courses of study, so that this fall, with teachers who hold the proper certificates, they will be ready to do more effective work and become accredited in 1926-27.

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* Most of these schools also lacked equipment.

STANDARD ELEMENTARY SCHOOLS, 1925-1926—RURAL

County—Schools	Group	Class
BUNCOMBE:		
Grace	I	B
Swannanoa	II	B
Fairview	II	B
West Buncombe	II	B
Biltmore	I	B
Woodfin	I	A
Black Mountain	II	B
Candler	II	B
Weaverville	II	B
CATAWBA:		
Longview	II	A
DAVIDSON:		
Churchland	II	B
DUPLIN:		
Magnolia	II	B
DURHAM:		
West Durham, N.	I	A
West Durham, S.	I	A
East Durham	I	A
GASTON:		
Ranlo	II	B
Belmont (Central School)	I	B
GRANVILLE:		
Creedmoor	II	B
GREENE:		
Walstonburg	II	B
GUILFORD:		
Gibsonville	II	B
Bessemer	II	B
Sumner	II	B
Guilford College	II	B
HARNETT:		
Erwin	II	A
HAYWOOD:		
Waynesville	II	B
HENDERSON:		
East Flat Rock	II	A
HOKE:		
Raeford	II	B
JACKSON:		
Sylva	II	A
Cullowhee	II	B

STANDARD ELEMENTARY SCHOOLS, 1925-1926—RURAL—Continued

County—Schools	Group	Class
MACON:		
Franklin	II	B
MARTIN:		
Williamston	II	B
Oak City	II	B
McDOWELL:		
East Marion	II	A
Clinchfield	II	A
MECKLENBURG:		
North Charlotte	I	B
Oakhurst	II	A
Cornelius	II	A
Long Creek	II	A
Paw Creek	II	A
Matthews	II	B
Pineville	II	B
Huntersville	II	B
MITCHELL:		
Spruce Pine	II	B
Bakersville	II	B
NASH:		
Middlesex	II	B
Nashville	II	A
Whitakers	I	B
PENDER:		
Burgaw	II	B
RICHMOND:		
Ellerbe	II	A
ROBESON:		
Fairmont	I	B
ROCKINGHAM:		
Ruffin	II	B
RUTHERFORD:		
Caroleen	I	B
Henrietta	II	B
Rutherfordton	I	B
Spindale	I	B
UNION:		
Marshville	II	B
WAKE:		
Apex	II	A
Cary	II	A
Fuquay Springs	II	B
Wakelon	II	B
Wendell	II	B
WAYNE:		
Nahunta	II	B
Pikeville	II	B

STANDARD ELEMENTARY SCHOOLS, 1925-1926—SPECIAL CHARTER

Special Charter Schools	Group	Class
BENSON	II	B
BURLINGTON:		
Broad Street	I	B
CHAPEL HILL	I	B
CHARLOTTE:		
Dilworth	I	A
Fourth Ward	I	A
Third Ward	I	B
CHERRYVILLE	II	B
DURHAM:		
Edgemont	I	A
Fuller	I	A
Morehead	I	A
North Durham and Watts Street	I	A
FRANKLINTON	I	B
FREMONT	I	B
GIBSON	I	B
GREENSBORO:		
Caldwell and Spring Street	I	A
Aycock, Cypress, Simpson	I	A
McIver	I	B
GREENVILLE:		
Evans Street, West Greenville, Intermediate, Model	I	A
HAMLET:		
Hamlet Avenue and Vance Street	I	A
HENDERSON:		
Central	I	B
HENDERSONVILLE	I	A
HICKORY:		
North	II	B
South	I	B
West	II	B
HIGH POINT:		
Emma Blair	I	A
MAXTON	II	B
MEBANE	I	B
MOCKSVILLE	I	B

STANDARD ELEMENTARY SCHOOLS, 1925-1926—SPECIAL CHARTER—Continued

Special Charter Schools	Group	Class
MONROE	I	A
MOREHEAD CITY	I	A
MOUNT AIRY:		
Rockford and North Main	I	A
NEW BERN:		
Central, Ghent, Riverside	I	A
NORTH WILKESBORO	I	B
OXFORD	I	A
ROCKINGHAM	I	A
SPRING HOPE	II	A
STATESVILLE:		
East	I	A
South and West	I	A
TARBORO	I	A
WARSAW	I	B
WILMINGTON:		
Cornelius Harnett	I	B
Hemenway	I	A
Isaac Bear	I	A
Tileston	I	A
William Hooper	I	A
WINSTON:		
Wiley	I	A

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COURSES OF STUDY

FOR THE

HIGH SCHOOLS

OF

NORTH CAROLINA

[illegible] SUPERINTENDENT OF PUBLIC INSTRUCTION
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EDUCATIONAL PUBLICATION No. 103 DIVISION OF SCHOOL INSPECTION No. 27

COURSES OF STUDY

FOR THE

HIGH SCHOOLS

OF

NORTH CAROLINA

PUBLISHED BY THE
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CONTENTS

PAGE

Preface 5

Introduction 7

English 9

The Social Sciences 48

Latin 81

Modern Languages 94

Mathematics 106

Science 115

  Introduction 115

  General Science 122

  Biology 130

  Physics 141

  Chemistry 147

  Geography 155

Vocational Education 159

  Home Economics 159

  Agriculture 161

  Trades and Industries 167

  Industrial Art 171

  Vocational Guidance 180

Commercial Education 183

Music 186

Fine Arts 200

Index 204

PREFACE

This Course of Study represents the work of a great many of the best high school principals and teachers and other workers in Education in the schools of the State. It is the most comprehensive bulletin which the Department has ever attempted on courses of study for the high schools of North Carolina. It is hoped and expected that this bulletin will be of practical assistance to every high school teacher who uses it. It will be observed that the arrangement of material is different from that in former bulletins. Curricula for the high school are not suggested. The bulletin HIGH SCHOOL REORGANIZATION, Educational Publication No. 98, Division of School Inspection No. 24, indicates the curricula offered in three, four, five and six teacher schools. In connection with each course there is a suggested organization and a suggested daily schedule. High school principals who are not familiar with this bulletin should make request for a copy of it and each principal should follow it in the selection of a particular curriculum for his school and also for the organization.

In the preparation of this bulletin contributions have been received from many persons and many sources. Acknowledgment is hereby made of the services rendered by the various committees appointed to work on the courses in the various high school subjects. The Committees are as follows:

ENGLISH—H. Grady Owens, Chairman, High Point, N. C.

Miss Edith Carroll, Burlington
Miss Ruth Credle, Pantego
Miss Laura Tillett, Greensboro
Miss Mary Wiley, Winston-Salem
Miss Ethel Thomas, Lenoir
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Mrs. Harvey Boney, Rose Hill
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MUSIC—Miss Alice E. Bivens, Teachers College, Columbia University, New York City

PHYSICAL EDUCATION—Professor J. F. Miller and Professor W. C. Parker, N. C. State College, Raleigh, have prepared quite a comprehensive course in Physical Education, which, it is hoped, can be printed later as a separate bulletin.

SCIENCE Committee and those collaborating in making the report—

Mrs. B. W. Wells, Chairman, Raleigh, N. C.

Mrs. J. C. Root, J. H. Williams, A. F. Roller, Raleigh; J. H. Roller, Cary; J. H. Knox, Miss Frances P. Summerell, Winston-Salem; Miss M. D. Wilke, J. B. Inge, S. M. Connor, A. H. Demaree, M. C. Jarvis, F. R. Nichols, M. Y. Lyda, Asheville; Miss Florence Slater, New York; Miss Marjorie Laylor; Dr. Z. P. Metcalf, Dr. E. E. Randolph, Dr. J. B. Derieux, Professor G. A. Bowden, Professor C. M. Heck, N. C. State College, Raleigh; T. E. Browne, J. B. Williamson, Raleigh; Dr. Otis W. Caldwell, Professor Thomas H. Briggs, New York; Mr. A. M. Woodside.

J. Henry Highsmith.

August 23, 1926.

Director Division of School Inspection.

INTRODUCTION

This is a revision and in part a reprint of a former manual and course of study for the high schools of North Carolina. The supply of the former publication has been exhausted for nearly a year. Since it was necessary to reprint this course of study, special effort has been made to bring it up-to-date and to make it as helpful as possible.

In a recent bulletin (No. 98, High School Reorganization) we undertook to set up in outline our conception of the proper organization of the small high school. In that outline definite schedules for recitations are set forth together with the distribution of the work among the teachers. The subjects to be taught are merely listed in order.

In the present manual, each subject is taken up separately and treated rather fully in the light of its relations to all the other subjects and as a justification of its place in the curriculum. The objectives inherent in each subject are brought out in some detail. Outlines of method are set forth and sources of material are given. A select bibliography accompanies the course in each subject.

This manual is not intended to serve as a source book but as a guide to the young teacher who desires to increase her efficiency through a greater familiarity with the large body of information that relates to her teaching field. It merely undertakes to conserve her time and energy by directing her to the sources.

It is rich in suggestions, but it carefully avoids any appearance of prescribing either what work shall be done or the manner in which the work shall be done.

The expansion of the public high schools in the State makes necessary on the part of superintendents and principals a careful study of high school organization and administration, in order that the public funds may be expended in the most economical way, and in order that the greatest possible returns in education may be secured from this expenditure. It is hoped that this manual will aid the school officials in providing proper high school facilites.

A T. Allen

State Superintendent Public Instruction.

ENGLISH

"English," as the most popular study in the high school curriculum is called, covers so wide a field that, taken in all its contacts and intentions, it may be regarded as an interpretation of our civilization. In the fine enthusiasm aroused by so large a conception of the subject lurks a danger: the temptation to scatter our efforts in too extensive and in undirected endeavor. The uncertain aims and the diverse conditions of teaching English at the present time call for the making and carrying-out of a fairly definite program of aims and methods. A plan drawn to meet this demand should not be so unbending that it will mechanically bind the experienced and well-equipped teacher; but it should be specific enough to give definite guidance to the less well-prepared teacher.

I. AIMS OF TEACHING ENGLISH IN THE HIGH SCHOOL

Though the aims of teaching the two large aspects of the subject are in part the same, it is convenient to separate literature and composition in the statement of the aims of teaching English in the high school.

A. Literature

Common honesty demands that we avoid platitudinous expressions of vague aims and exalted objects which we know are unattainable. With reasonable expectation of reaching our aims, we may express these important intentions in teaching English literature: providing a means of exercising the pupil's healthy emotions; improving the pupil's taste in reading; familiarizing the pupil with a considerable body of the best literature as an expression of ideals and traditions, and as an interpretation of problems of thinking and conduct that meet the individual in his daily life; and arousing in the pupil an admiration for good language and effective expression of ideas.

B. Composition

In the two forms of expression, written and oral composition, we should aim at developing in the pupil an ability to think clearly and honestly, and to express his thoughts correctly and effectively. Training in artistic forms of expression should be reserved for the additional instruction of the specially gifted.

Both reading and writing should receive as much attention as a preparation for the higher enjoyment of life as a training for vocations or professions. Literature and composition should be stressed as a means of enjoying leisure *earned through work.* The average high school pupil is, perhaps, more deficient in this respect than he is in his knowledge of how to "make a living." Such pleasure is, in no sense, the same as idleness. Like all other educational processes—and every other worth-while thing in life—it requires the effort of understanding. *The whole English course should demand from the pupil sufficient honest effort and thoughtful preparation as to win and retain his respect for the subject and its teacher.*

II. METHODS OF TEACHING ENGLISH IN THE HIGH SCHOOL

Dividing the periods allotted to English into one or more for composition and one or more for literature each week is condemned. A solid month's instruction or a full term's teaching should be given to literature, and a large group of time to continuous work in composition. Two-fifths of the school year should be devoted to literature; two-fifths to written composition; one-fifth to oral composition.

A. Literature

The history of literature should find but small place in the high school course of study. Histories of English and American literature, if used at all, should be used very sparingly, and largely as collateral reading. The biographical plan of teaching literature is, also, unsatisfactory, for it tends to substitute the less essential facts of the author's life for the more important meaning of his writings.

The primary intention of the teacher of literature should be to bring about an understanding on the part of the pupil of the piece of writing the pupil reads. The content of any piece of literature, both its intellectual and emotional content, must be grasped by the reader. A general impression of what a poem, a play, or a story has to say is of little lasting value. The goal of understanding is the author's meaning as a whole and in detail. Time and study must be given to learning the exact meaning and the suggestion of his words; to getting an understanding of the background of the composition; to outlining the plan or the arrangement of the story or essay. But such details should be subordinated to the main purpose of making clear the author's large intention and the composition's meaning as a whole, especially in its relation to the important interests of life. No piece of literature should be looked upon as merely a group of problems in the meaning of words, as merely an historical document, or merely as material for exercises in outlining.

Literature should be so taught as to show its relations to important social, mental, and emotional interests of human life. Of the many important interests of human life toward which the teaching of literature should be directed, the following themes will serve to group the books generally read in the high school course in English: *Romance and Adventure; Great Men; Great Ideals; Man and Nature; American Life and Ideals; Fancy and Imagination; Humor.* Below (pp. 10-14) are given some suggestions for directing the reading according to these interests.

Under this scheme abundant opportunity is given for correlating the work in English with instruction in other subjects. Advantage of such contacts should be taken by every teacher of English. Contact with science comes easily through the Man and Nature group; history and civics are concerned with American Life and Ideals, and history, again, has a task closely related to the Great Men group.

Opportunity is also furnished for relating much of the reading to community life and the individual experiences of the pupils, especially in the way of socializing the individual. Local and temporal interests should be established. The use of current literature, as it appears in books and reputable magazines, is urgently recommended.

ROMANCE AND ADVENTURE

The love of action and the spirit of adventure makes romance an appealing source from which to draw selections for reading and study in the early years of the high school. Emphasis should be laid upon the story for its own sake. The teacher should, of course, know the source of the narrative and be thoroughly familiar with the story. The teacher must sometimes lead youthful curiosity by anecdotes about the author or the book, or by discussions of the background of the narrative. These ideals should be subordinated to the aim of raising the pupils' sense of expectancy by directing their reading with three questions uppermost in their minds: Who are the actors? What do they do? Where are they acting? An introduction to a book may be made through silent reading in the classroom, the teacher being nearby to explain difficulties. Encourage rapid reading for a grasp of the story as a whole, and then return to a more careful second reading. Do not allow the reading to drag. For instance, "Ivanhoe" is likely to drag if as many as thirty recitations are given over to it. Twelve assignments should suffice.

The ballad—romance in song—appeals to youthful interests through its presentation of primitive emotions and its communal expression. Pupils should be introduced to ballads in the making in order to show them the purpose and the method of composition of the unknown minstrels. Turn the class into a small community, met to entertain a wandering story-teller. Select the best reader or singer to chant or recite the verses which carry the story and let the other pupils carry the refrain. Follow this by calling for original tales or local stories or continuations of the ballads recited.

GREAT MEN; GREAT IDEALS

An interest in action naturally leads to an interest in those who perform them. The center of interest may be led from what men do to what men are. The epic is a good point of departure from the ballad or the tale of adventure (Ivanhoe or Kidnapped, for instance). The Odyssey and the Iliad cluster around a few semi-mortals who challenge the imagination by their devotion to race ideals. These great books of Greek civilization may be easily simplified and made real by organizing the class into groups to furnish information about the actors, both that which is revealed in the texts and that which may be gathered from other sources, and about their costumes, occupations, ceremonies, amusements, laws, and ideals. Visualize the action by calling a meeting of the heroes to discuss questions of conduct on some of the occasions that arise in the story, and to consider what these characters would do in the face of problems of conduct and belief today.

Consideration of the lives of great men in literature should be guided by such questions as: How did his ideals affect his life? How far did he realize his ideals? What services did he render humanity? What have we to learn from his attitude toward life?

The great Biblical narratives, told in a simple, straightforward diction, reveal inspiring devotion, powerful in life and in death. The Idylls of the King, symbolical of the triumph of the spiritual over the sensual, is a fine example of the success and the failure of great men. The deeds of King Arthur and his knights speak through the beauty of Tennyson's lines. As a basis for the appreciation of the times of Arthur, the reading of the Idylls should follow or go along with the study of chivalry in history classes. Good results in character judgment are likely to follow if each student be required to select a single character to follow throughout the narrative for all the evidence on which to base his decision.

The study of character failures belongs to the later years of the high school. Such a study is often depressing to younger students, unless keen analysis makes the conclusions just. Some of the greatest characters in literature are, however, as judged from ordinary points of view, entire failures: but they are persons who have striven mightily, but who, through some small defect of a powerful nature, have gone down into defeat. Great emphasis should be given to making a distinction between this sort of character and the utterly weak or thoroughly bad person, and to bringing out clearly the reality of the struggle and the pity of the failure. Do not try to judge unless you have thoroughly studied the situation and the character traits of the main persons in the narrative.

AMERICAN LIFE AND IDEALS

Interest in race consciousness started in the earlier grades through the tales of adventure should be directed to a more mature consideration of the peculiar conditions of our own national life and beliefs. The adventure of American pioneer civilization, the wonder of our youth and strength, and the remarkable unity in the great variety of our life, are entrancing themes of interest told in some of our literature. Life and conditions of our early settlement—contact with the Indians in Cooper's narratives, which show primitive man in contact with a more advanced civilization; the vastness of our forests and plains, the intrepid romance of discovery of the westward pioneers in Parkman's Oregon Trail; early days in California in Bret Harte's short stories; the Puritan civilization of New England in Hawthorne's narratives; the golden age of Southern life in Thomas Nelson Page—this panorama of our civilization is pictured in our writings. A good knowledge of American history, of our political, geographical, and social history, is required of the teacher; but Amercan literature should not be taught merely as history; rather the appealing imaginative aspects of it should be the aim of its study. Not all of the writings suggested can, perhaps, be read, but some choice should be made of writings that will represent all the important sides of our life. Thus we may understand ourselves better than we always do at the present time, and may move from the provincialism that makes so many of us think that "the other fellow" is peculiar or an object of suspicion. A truly national feeling may be arrived at by a close study of several local conditions.

Not only should we learn through our literature how we came to be and how we are arranged on this continent, but we shall have a knowledge of what the Nation has thought about, of what ideals have stirred the national life, and of what enthusiasms have moved our most sensitive and most expressive citizens. Whence have come our inheritance of ideals and institutions? Burke's Speech on Conciliation has its prime reason for inclusion in the reading list in its part-answer to this question. The political characteristics attributed to the Colonists by Burke should be analyzed in the light of ideals of the United States in its various periods, particularly of those that guided us in the World War. Expression of other elements of our inheritance should be found in the writings of later non-British immigrants. Our political principles—national and international—have been defined at different periods in Washington's, Webster's, Lincoln's, and Wilson's writings; and summaries of Democracy and Americanism are expressed in those of Grady, Roosevelt and others. The ideas, of course, are the main interest in such compositions; but they are themes worthy of the highest forms of expression, and they have been worthily treated.

MAN AND NATURE

Man is considered in his social and national relations under the preceding topics. Man does not, however, live only with man, for his civilization has not released him from his relation to animals, his helpers and companions of the out-of-doors. The primitive relationships of man and animals are represented through the stirring stories in the Jungle Books. This humanizing of animals appeals to the early high school years. In the reading of the Kipling stories there should, also, be brought out the conflict between the free life of the forest and the restricted town-life; the life of the out-of-doors is, however, not without its own law; natural law exists in the jungle, too. The conflict between the brutal elements in wild life and the repressions acquired through civilization may be shown through reading Jack London's "Call of the Wild," in which the triumph of the primitive in the dog-hero is represented. A thrilling account of man's fight with the elemental in nature is given in David Crockett's "Autobiography."

FANCY AND IMAGINATION

In the literature of fancy and imagination is represented man's relation to the unknown. The material of this sort of literature is not fact or opinion, but fancy. The element of wonder in the human mind may be guided from its cruder forms in human adventure to the more picturesque and fanciful forms of it in the making of an imaginary world. This is the land of "A Mid-summer Nights Dream" and the country of the Forest of Arden in "As You Like It." It matters little where the imaginary scene is laid, but this newly created world of a writer must be made by him real and vivid and full of significance. In "The Ancient Mariner" the author's purpose, as it must be shown the pupils, was to make his supernatural world as real as the actual world. The pictures of this nonactual world are vividly painted, and the probability of their existence, it must be pointed out again, is made more appealing by the simple diction and the exquisite rhythm. It is in a study of literature of the imagination that the technique of poetry should be stressed. The names of the various schemes of versification used in English poetry are of no great importance, but the sound appeal of poetry, like the influence of music, is to be gained by repetition and practice. Poetry of this sort is composed to appeal through the ear rather than through the eye. The teacher should read simply and effectively a good deal of sound poetry to the class. For an excellent effect in transferring the listener from one scene to another and then back again, try Alfred Noyes' "The Barrel Organ," and for arousing a whimsical effect use the same author's "Forty Singing Seamen."

It is here, too, that the matter of diction should receive attention. In poetry of a highly imaginative order the use of words to produce the illusion is carried far; in addition to their logical meanings (which is the primary concern we have with them in factual writing), there is the figurative, suggestive use of words, by which they are made to suggest much more than they actually say. This fine flavor of words, this response to the tunes that are possible in their arrangement, are the deepest elements in the genuine appreciation of literature. This, quite naturally, is the most difficult task of teaching literature. Appreciation defies analysis. It will always leave some cold. But it can be greatly encouraged by proper guidance on the part of one who himself has feeling for the higher reaches of human expression.

Lyric poetry is the chief carrier of fancy and imagination. It is (usually) unconcerned with the objective elements of life, except as they are brought in to reflect a personal expression of the way they strike a sensitive personality. This subjective element—the emotions of hope, fear, disappointment, joy—is given such vivid expression (in "The Skylark," for instance) that the reader can momentarily make the mood his own and share the poet's more exalted expression of our own vague impulses. This is another, and one of the most important means of teaching literature.

HUMOR

Expression of the healthy emotion of humor is widely distributed in writing, and should be taken account of in the teaching of literature. The pure enjoyment of the emotion should be stressed. A sense of humor is almost universally distributed, although it frequently becomes dried up through nonuse or through an over-developed egoism. Such a valuable quality of living should be ministered to in school instruction, for in its developed form an appreciation of humor is frequently a saving grace, and it not infrequently serves as a safety-valve for the explosion of over-wrought feelings aroused under difficult or distressing circumstances.

Instruction should, then, aim at training the natural sense of humor away from a satisfaction with the crude humor of the "slap-stick" farce, from the primitive response of laughing *at* some one (the "other fellow") when he falls down, and from pleasure in the cruelty of a practical joke. Continued indulgence in this kind of humor blunts the appreciation of the finer shades of the emotion. Instruction should begin with the simpler forms of humor, as the "mischief" of Mark Twain's boys, which is always obvious and sometimes rough, through Uncle Remus' delightful but not subtle tales, through the boisterous anecdotes of O. Henry, through the quaint and whimsical absurdities of Mrs. Wiggs, on to the refined thrusts of The Rivals. Specimens of these and other grades of humor should be exhibited to the pupils, with the characteristics of each class pointed out and the bases of the humorous appeal accounted for. Here it should be noted, for example, that a ridiculous representation of a behavior natural to a particular age is usually not appealing in its humor to a reader of that age, as Tarkington's "Seventeen," for instance, with all its delight for grown-ups, is generally not considered funny by pupils of seventeen, to whom being seventeen is too serious a business to be laughed at.

The elements that make situations facetious should be analyzed in detail. Such situations are usually brought about through a misfit between what actually appears and what has been expected; something—a person, his dress, his actions, his words—is out of keeping with the normal and the expected and hence appears absurd, in various degrees and forms of absurdity. When the difference is made to appear between boast and action, between practice and performance, there frequently is thereby suggested some useful criticism of accepted social practices or of the weakness of human nature. This is, in its highest forms, deftly hidden in the obvious humor. The ideas thus suggested may be more effectively expressed than if they were more bluntly stated. This use is the highest function of comedy.

B. Composition

The proficiency in the use of language to which high school pupils should be brought is definitely set forth in a statement of the Minimum Essentials in English Composition, adopted by the North Carolina Council of English Teachers at Greensboro, on March 18, 1922. It will be impossible to arrive at the goal set by this standard without affording pupils constant practice in writing and supervised talking. The nature of a composition exercise is not of so great importance as is its frequency. Habituation to the formal processes of expression is necessary for confidence in the use of language. Little will be availed if the teacher requires only a slight effort at writing every two or three weeks. Little will be availed if the written work of the pupil is not criticised promptly and given to the writer for a prompt correction of his errors. In the case of teachers who must handle the English instruction of a large number of pupils this task is frequently a heavy burden. But what is worth doing at all is worth doing well.

In no other subject does individual instruction count for more than it does in composition. Frequent out-of-class conferences should be held with pupils in regard to their work in composition.

As far as possible, an actual purpose should be found, or an object assumed, for the pupil's writing a composition. Themes should not be merely things that have to be written. Interest in the subject-matter and a desire for expression must be aroused. Much of the writing should take the form of the various channels of expression the pupils will be called upon to use in their life experiences: letters (business and personal), reports, announcements, resolutions, advertisements, and the like. Opportunity should, of course, be given for imaginative expression through writing sketches, short stories, arguments, and—if the abilities and the tastes of the class warrant such assignments—poems and plays. For the average student an expository subject will serve best.

In oral composition the teacher should strive so to train the pupils that they will be able to read unhesitatingly a page of prose of no unusual difficulty, to summarize its thought in their own words, to talk unhaltingly at least for five minutes from an outline, with a distinct articulation and in a pleasing tone of voice.

Needless to say, the example of the teacher will count for much in teaching composition. The teacher should write and speak correct and effective English.

III. ORAL COMPOSITION

A. Objectives

1. To improve speech habits:
    a. In pronounciation.
    b. In enunciation.
    c. In grammar.
    d. In diction.
2. To teach the courtesies of social conversation, telephoning, and business interviews.
3. To develop ability:
    a. To answer questions definitely, clearly, and in complete sentences.
    b. To collect and organize material for a speech.
    c. To speak *to* and not *at* an audience.
    d. To present a talk with ease and confidence.
    e. To listen attentively and courteously to a speaker, and to judge a speech that is within the student's comprehension.
    f. To read aloud clearly, accurately, and with some appreciation of the author's thought and feeling.
    g. To preside over a meeting with ease and dignity.
    h. To participate in informal discussion with proper courtesy and in complete sentences.
4. To cultivate a spirit of fairness and of coöperative effort in the conduct of class criticisms of oral themes.

B. Methods

For improvement of speech habits the best method is drill. Drills in enunciation, pronunciation, grammar, and diction must be adapted both in content and in distribution of time to the needs of a particular community. A few minutes' daily practice, however, in specific speech drills designed to cure the most obvious defects will not be amiss for any class of first year students. Any drills in pronunciation and enunication may well be carried through all four years of the course. Such drills are provided in most of the newer texts in oral English. Students may be provided with mimeographed copies of these for their notebooks. Changes in these drills may be made to suit particular community needs or to meet the changing needs of any particular class.

For teaching the courtesies of social conversation, telephoning, and business interviews group assignments of various kinds are suitable. These may take the form of dramatizations of social visits and of business interviews; of demonstrations of how those things are correctly and incorrectly done; of informal discussions of good conversationalists, typical conversational bores, rudeness over the telephone, telephone courtesies, and the like, each member of certain groups being assigned definite responsibility in the discussion.

Pupils may be taught to answer questions definitely by making every question-and-answer recitation a lesson in oral English. The teacher may secure definite answers to questions by accepting no other kind.

Practice is the only method of learning how to collect and organize material for a talk. Even first year students should be taught to avoid taking notes on book material in the exact words of the writer or to give credit for material quoted verbatim. The same methods of careful provision and assignment apply here as in written composition. Some types of assignment for the development of the sort of ability are these: Reports on assigned topics in newspapers and magazines, debates, demonstrations, descriptions, stories, reports on supplementary reading, speeches for occasions, reports on personal observations and investigations, character sketches, and biographies. A good way to secure preparation in oral English is to require students to hand in an outline for each original talk. A convenient form in which to require the outline is to have it written on a 3 x 5 library card. Incidentally, the back of the card may be used for the teacher's criticisms. Returned card outlines afford the student an easy method of keeping a record of speech errors and thus of noting improvement from time to time.

It is usually the memorized speech that is spoken *at* instead of *to* the audience. For this reason the instructor in oral English should discourage rote work. Instead of *writing* a speech the student should be taught to *think through* his outline topic by topic until he has clearly in mind what he wants to say. The next step is to practice the whole speech aloud several times, not being discouraged if he does not use the same words every time. Practice becomes more effective if the student delivers his speech to an imaginary audience.

Ease and confidence in speaking come from regular and purposeful practice of the sort described in the preceding paragraph. Careful motivation is a reliable means for securing practice. Mr. C. H. Word gives some interesting suggestions on how to motivate oral composition: "Use yourself as a terrible example of an educated person who never had the advantage of oral composition when he went to school. Tell them how some English teachers cannot trust themselves to speak oral compositions to a friendly convention of colleagues but have to read a paper, and how this paper trembles. . . . Let the class understand that oral composition is the most direct approach a school can make to the needs of real life." Business and professional men and women of the community will be glad to supplement this material by experiences of their own given in chapel talks or presented in the form of letters to special classes written at the request of the instructor. Besides practice in oral composition of the types already mentioned, delivery of memory selections, oral interpretations of literary selections, and dramatization of original or selected scenes help the students to acquire ease of manner.

The value of listening may be brought to the attention of the class in ways similar to those described above; that is, by giving examples of how it pays to learn to listen well. Pupils will supplement from their own experiences the illustrations given by the teacher. "When and How It Pays to Listen" or "The Cultivation of Exact Listening" may be made the topic of an individual assignment in oral composition, the informal discussion of which may bring out many advantages of becoming a good listener. To test the listening ability of a class the teacher may assign talks, the main outlines of which their classmates will be asked to reproduce.

The example of the instructor is the best way to teach pupils to listen courteously. During an oral theme exercise the teacher should sit in the back of the room among the students and show to the speaker all the consideration that he wishes the class to show. To the student on his feet before the audience such an attitude on the part of the instructor will make a profounder impression than a forty-minute lecture on the subject. Sometimes at the close of the class criticism of oral themes, it may be well for the teacher to suggest that the chairman call on the speakers for criticisms of the audience.

Setting up of standards is necessary before judgment can be of value. It is well to have the students set up standards for themselves under the guidance of the teacher. These standards may take the form of questions which the student should ask himself in judging a speech. The following set of questions may serve as an example:

1. Did the speaker establish intimate contact with the audience?
2. Was his position good, his posture erect and composed?
3. Was his subject matter interesting and definitely planned? Did his composition have a goal?
4. Could he be heard easily?
5. Was his voice clear and pleasant?
6. Did his sentences have any variety of structure?
7. Were his words well chosen?
8. Was his English correct?

A selection cannot be read properly until it is understood. To secure adequate preparation of an assignment in oral interpretation of a selection have pupils hand in analysis of assigned selections. Such an analysis should give the theme of the selection and the author's plan for developing the theme. If the selection is a poem, the student should be asked to copy the selection in order to indicate the proper phrasing and emphasis. To indicate pauses he should insert vertical bars. To indicate emphasis he should underscore words or groups of words. If the selection contains unfamiliar words, the student should list these, divide them in syllables, indicate the pronounciation by diacritical works, and give the dictionary meaning which best suits the word as used in the selection.

Each student should at least once a year be asked to take charge of a lesson or to act as chairman of a program of oral themes. He should be made to feel responsible for the success of the program as a whole and should conduct the discussions as well as announce the numbers. He should be rated on his success in conducting the exercise and his rating be counted in estimating his grade for the month.

One way of encouraging participation in informal discussion, including criticisms of talks, is to rate the chairman on success in eliciting discussion from the class. Such a device will put the chairman on his mettle and will also arouse the loyalty of his classmates. Feeling responsible for a classmate's grade (or more selfishly fearing for his own when his turn comes), each student will develop a conscience for contributing his share to class discussions.

The attitude and personality of the teacher constitute the chief means for cultivating a spirit of fairness and of coöperative effort in conducting class criticisms. It is believed, however, that each of the methods described above may contribute to the attainment of this final objective in oral composition.

C. Number and Distribution of Themes

At least one-fifth of the year's work should be devoted to oral composition exclusive of informal discussions and answers to questions not directly related to oral theme assignments. This means an average of one class period a week.

Though the manner of distribution of time should be left to the individual teacher, some definite plan of distribution is advisable. For instance, one day in every five or two consecutive days in every ten may be called "oral theme" days and the rest of the work be made to conform to this schedule. The last (or the first) eight minutes of every class period or the last (or the first) fifteen minutes of every class period during the first (or second) semester may be devoted to oral composition. In each month's lesson plans 160 minutes distributed according to the general purpose of the month's work may be assigned to oral composition. The whole year's work in oral English may be given in 36 consecutive days. The important thing is to have a definite schedule and to adhere to it.

From year to year the length of themes should increase and their number decrease. By the end of the first year a student should be able to hold the floor for at least two minutes. By the end of the fourth year he should be able to speak for ten or fifteen minutes. This does not mean that all assignments for a given year should be that long or even average that length. For classes of average size, allowing a fair amount of time for criticism, drill, and class discussion, the following distribution will take up the allotted one-fifth of the year's work:

For the first year twenty themes averaging one and a half minutes in length.

For the second year fifteen themes averaging two and a half minutes in length.

For the third year twelve themes averaging three and a half minutes in length.

For the fourth year nine themes averaging five minutes in length.

D. Minimum Essentials

FIRST YEAR

To pass from grade VIII a pupil should as a matter of habit be able—

1. To pronounce these words correctly: *asked, catch, get, going* (especially with *I'm*), *just, was.*
2. To eliminate such grossly illiterate forms as *hisself, hadn't ought, aint got, look* with direct object, *where* in such expressions as "the book *where* she gave me" and "I don't know *where* I'm going or not."
3. To make correct use of the grammatical forms required for written composition.
4. To make complete sentences and show by a falling inflection that the end of the sentence has been reached.
5. To have his composition follow a definite plan and "close with something that sounds like a close."

SECOND YEAR

To pass from Grade IX a pupil should as a matter of habit—

1. Continue to meet the requirements of grade VIII.
2. Pronounce these words correctly: *address, apricot, bade, boquet, cement, coupon, depot, duty, generally, often, mischievous, real, rinse, roof, something.*
3. Eliminate excessive use of *and, so,* and *but.*
4. Eliminate transfer noises while passing from one sentence to the next.
5. Make correct use of the grammatical forms required for written composition.

THIRD YEAR

To pass from grade X a pupil should as a matter of habit—

1. Continue to meet the requirements of grades VIII and IX.
2. Pronounce these words correctly: *Aeroplane, apparatus, automobile, finance, forehead, government, gratis, grimace, henious, library, prespiration, perform, pretty, recognize, statistics, surprise.*
3. Make use of the grammatical forms required for written composition.
4. Eliminate awkwardness and restlessness of posture.
5. Eliminate repetition of words and phrases.
6. Establish real contact with his audience.

FOURTH YEAR

With the work of the previous grades actually accomplished the senior year should be left free for removing the deficiencies of individual pupils and rounding out any well begun plan of the individual teacher.

During the last year the teacher will do well to aim at developing style in oral composition. Students may now be taught to begin spoken sentences with phrases, participles or adverb clauses; to use sentences of different length and structure; to indicate paragraphs by transitional words or phrases; and to close with a certain sense of climax.

Help for the teacher can be found in the following books:

Lewis—*American Speech* (Scott, Foresman Co.).

McCullough and Birmingham—*Correcting Speech Defects and Foreign Accents* (Scribners).

Birmingham and Krapp—*First Lessons in Speech Improvements* (Scribners).

Patterson—*How to Speak* (Little Brown).

Shaw—*Art of Debate* (Allyn and Bacon).

Pelsma—*Essentials of Speech* (Crowell).

IV. WRITTEN COMPOSITION

The general aim of the course in written composition is to teach effective, accurate English and to provide the kind of drill that will make its use habitual. One principle is emphasized in a grade, but each teacher should look forward to the end and should employ every method to make these objectives possible. For example, an eighth grade pupil must work for interest, planning, accuracy, and ease while he is emphasizing unity. An eleventh grade pupil must work for unity, interest, and planning while he is emphasizing accuracy and ease. No one grade can hope to attain perfection in any one of these objectives. However, the degree of unity, interest, planning, accuracy, and ease obtained by any group will be determined by the fact that eighth grade teachers and students attack the course as a whole and by the fact that ninth, tenth, and eleventh grade teachers and students are willing to "carry on" with untiring zeal.

The following outline indicates the gradual definite development of the aims of the course:

Grade Eight—Unity:

Term One—Sentence Unity.
Term Two—Paragraph Unity.

1. Topic Sentence.
2. Proper Sequence.
3. Summary Sentence (if necessary).

Grade Nine—Interest:

Term One—Variety of Sentence Structure.

1. Variety in Form.
2. Variety in Meaning.

Term Two—Variety in Paragraph.

1. Developed by Detail.
2. Developed by Illustration.
3. Developed by Comparison.

Grade Ten—Planning the Composition:

Term One—Outlines.
Term Two—Choice of Words.

Grade Eleven—Accuracy and Ease:

Term One—Accuracy and Ease in Mechanics.
Term Two—Accuracy and Ease in Writing Different Types of Composition.

FIRST YEAR

I. *Aims:*

A. To make sentence unity a habit.
B. To work for paragraph unity.
C. To show the value of the topic sentence, the sequence of ideas, the summary sentence.
D. To obtain correct form.

II. *Activities:*

A. Constant paragraph writing: (1) exposition, (2) narration, (3) description, (4) exposition.
B. Simple outlines from history and outside reading.
C. Short themes developed from simple outlines.

D. Reports based upon school activities.

E. Short biographies, real or imaginary.

F. Letter writing—simple forms of social and business letters (order, complaint, request, application).

G. Written comments on parallel reading. Extend such comments to two paragraphs. The first paragraph should give a synopsis of the story; the second, the pupil's opinion.

H. Dictation of well-constructed paragraphs in which the pupil may detect unity.

Term One

I. *Technical Details:*

A. Habits of form:

1. Write title on first line.
2. Capitalize the first word and all other words of titles, except articles, prepositions, and conjunctions.
3. Begin composition on the second line below the title.
4. Leave a margin of one inch at the left.
5. Indent paragraph one inch.
6. Break words at the end of the line between syllables.
7. Number pages.
8. Write legibly and neatly.
9. In order to make correct spacing and punctuation in letter writing a habit, one form should be adopted and followed without variation. All forms should be discussed.

B. As an aid to the development of sentence sense, drill constantly on recognition of parts of speech, of subject, and of predicate.

C. Drill on the following troublesome verbs: *see, go, do, lie, sit, know, write, eat, take, draw, ought, give, ring.*

D. Drill on "One Hundred Demons":

always
among
again
any
ache
answer
been
business
built
believes
busy
beginning
blue
buy
break
can't
country
could
color
choose

coming
cough
don't
does
done
dear
doctor
every
easy
early
enough
friend
February
forty
grammar
guess
hoarse
half
having
hour

heard
hear
here
instead
just
knew
know
laid
lose
loose
seems
meant
making
minute
Tuesday
two
too
trouble
piece
ready

raise
read
straight
sugar
shoes
says
said
should
since
soon
many
separate
their
there
much
none
often
once
tear
tired

though
through
they
tonight
truly
very
used
which
where
women
write
writing
wood
Wednesday
wear
whether
whole
would
wrote
weak

E. Frequent dictation to render the following punctuation habitual:

1. *Yes* and *no* in sentences; nouns of address; words in a series; dates; addresses; appositives.

2. Period; question mark.
3. Apostrophe.

II. *Results Desired:*

A. To present papers in proper form.

B. To write a simple informal letter, observing the accepted form without misspelling familiar words, and without mistakes in punctuation required.

C. To write a business letter correct in form.

D. To write a paragraph on a given subject without straying from the subject. Such a paragraph should be without errors in spelling and in punctuation that have been stressed this term.

E. To write the main thought of a passage from literature suitable for this grade.

F. To present evidence of a well-kept notebook. This notebook at the close of the term should contain the following work, or work that the teacher endorses as equal to the following:

Nine themes—

1. Two short narratives—two themes.
2. Two short expositions—two themes.
3. Letters.
    a. Friendship—one theme.
    b. Three informal notes—one theme.
4. Biography—one theme.
5. Reproduction of appreciation of poetry or prose; this may be parallel reading—one theme.
6. Dictation—one exercise per week—one theme.

TERM TWO

I. *Technical Details:*

A. Drill on technical details found in term one.

B. Drill on the following troublesome verbs: *sing, break, come, throw, run, doesn't, bring, drive, drink, ride, grow, tear, begin.*

C. Build complex and compound sentences.

D. Frequent dictation to render the following punctuation habitual:

1. Comma after an adverbial clause used at the beginning of a sentence.
2. A comma before *and, but, or, for* when used to join two statements.
3. Undivided quotations; divided quotations.

C. Drill on "One Hundred Demons" if necessary, and on Buckingham Extension of Ayres scale.

II. *Results Desired:*

A. To write a paragraph containing a topic sentence, a proper sequence of ideas, a summary sentence. There should be no mistakes in spelling and in punctuation that have been stressed.

B. To write a business letter (order, inquiry, complaint) with no mistakes in form, in punctuation, and in spelling that have been stressed.

C. To present evidence of this in a well-kept notebook. This notebook at the close of the term should contain the following themes or work that the teacher endorses as equal to the following:

Type of Theme	*Number of Themes*
Short descriptions of objects, persons or scenes	Three
Business letters—three letters	One
Telegrams—series of three	One
Night letters—two	One
Reproduction of poetry or prose	One
Biography	One
Dictation—one exercise per week	One

Literature

The reading in the first high school year should be selected from the following list. At least four of the books should be assigned for home or library reading. The school library should have on its shelves the books in the reading list and, whenever possible, in more than one copy. The teacher should, of course, put well-chosen additional books for supplementary reading on the library shelves. A minimum number of hours of reading every week should be required, and pupils should be encouraged to read more than the minimum requirement; many pupils will do this if they are allowed access to a "browsing" shelf that holds these extra books. For careful classroom study as many books should be chosen as the time allows.

Romance and Adventure: Stevenson's Treasure Island (C.E.)*; Scott's Ivanhoe (C.E.)*; Lady of the Lake (C.E.)*; Swift's Gulliver's Travels (Voyages to Lilliput and Brobdingnag); Defoe's Robinson Crusoe; Irving's Sketch Book (selections) (C.E.)*; Browning's How They Brought the Good News from Ghent to Aix; Incident of the French Camp; Herve Riel (C.E.)*; Tales of Knightly Adventure; Lowell's The Vision of Sir Launfal.

Great Men; Great Ideals: Mabie's Heroes Every Child Should Know; Hawthorne's Great Stone Face; Julius Cæsar (C.E.)*.

Man and Nature: Kipling's Jungle Book (I and II); London's Call of the Wild.

Humor: Mark Twain's Tom Sawyer, Huckleberry Finn.

SECOND YEAR

I. *Aims:*

1. To teach the student to add interest to his composition by securing variety of sentence structure.
2. To help the student understand variety of paragraph structure.
3. To help him enlarge his vocabulary that he may have a greater choice of words.

(Suggestion: Continued stress on unity. Activities should be selected that will help the teacher show how variety is gained).

II. *Activities:*

1. Short biographies of characters in fiction, history, art, and science. These can easily be group projects.
2. Brief descriptions of persons, places and objects. (See tenth grade activities for instructions).
3. Reports based on outside reading, history, school activities. Reports should consist of two paragraphs. The first may contain a brief synopsis; the second, a personal opinion. This form of writing helps other objectives—definiteness, accuracy, grasp of idea.

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*NOTE. "C. E." indicates that books so marked may be submitted for college entrance credit.

4. Reports on individual interest.
5. Friendly letters describing persons, places, and objects.
6. Business letters—order, explaining delay, apologizing for error, giving instructions.
7. Advertisements and telegrams—test sense of essential detail, accuracy, and power of appeal.

TERM ONE

I. *Technical Details:*

1. Write compound, complex, declarative, interrogative, and imperative sentences.
2. Work on loose and periodic sentences.
3. Study subordinate clauses.
4. Do not write parts of a sentence for a whole sentence.
5. Do not use run-on sentences.
6. Do not string sentences together with *and's*, *but's*, *then's*.
7. Do not put an additional negative word in a negative sentence. (Watch themes for the last four errors).
8. Drill on punctuation and on troublesome verbs emphasized in eighth grade.
9. Drill on ninth grade list of words in "Buckingham Extension of Ayres Word List." (Copies of the scale may be obtained from the Public School Publishing Company, Bloomington, Illinois).

II. ***Results Desired:***

1. Write a paragraph that has a topic sentence, a sequence of ideas, and a variety of sentence structure. Paragraph should show that the student has made use of drills in punctuation and in spelling.
2. Evidence of ability to grasp thought from reading and to convey the idea in paragraphs containing unity, coherence, and variety.
3. Ability to use the principles of unity, coherence, and variety in letter writing.
4. Ability to present a well-kept notebook. This notebook at the close of the term should include the following work, or work that the teacher endorses as equal to the following:

Type of Theme	*Number of Themes.*
Three themes showing variety of type (150-300 words)	Three
Three business letters	One
One friendly letter	One
Biography	One
Reproduction (poetry or prose)	One
Report on parallel reading	One
Dictation (four well-selected paragraphs)	One

TERM TWO

I. *Technical Details:*

1. Work on the development of themes by detail, by illustration, by comparison. (Suggestions may be found in "New Practical English for Schools," Lewis and Hosic, Chapter II; "English for Immediate Use," Law, Chapter XX; "Composition and Rhetoric," Tanner, Chapter VII).
2. Use drills mentioned in term one.
3. Write sentences containing the infinitive and the participle.

4. Encourage discriminate use of coördinate and subordinate conjunction.
5. Be vigilant in following up previous work in punctuation.
6. Drill on the punctuation of non-restrictive elements.
7. Teach the comma with participle groups.
    a. If the participle group comes at the first of a sentence, not used as the subject, place a comma after the phrase.
    b. If the group comes after the word it modifies, use a comma.
    c. If the group comes directly after the word it modifies and sounds like an explanation, use the comma.

II. *Results Desired:*

1. To write a theme or letter in which is found a clear understanding of the following principles:
    a. Sentence unity.
    b. Paragraph unity.
    c. Variety of sentence structure.
2. To be able to develop a paragraph by at least three methods.
3. To present evidence of the above requirements in a well-kept notebook. This notebook should contain the following work, or work that the teacher endorses as equal to the following:

Type of Theme	*Number of Themes.*
Variety of type and development	Three
Three business letters	One
One friendly letter	One
Biography	One
Reproduction (poetry or prose)	One
Report and appreciation of parallel reading	One
Dictation (four well-chosen paragraphs)	One

Literature

The reading in the second high school year should be selected from the following books. At least five of the books should be assigned for home or library reading. As many should be chosen for careful classroom study as the time allows.

Romance and Adventure: Macaulay's Lays of Ancient Rome; Dickens's A Tale of Two Cities (C.E.)*; Poe's Short Stories; Doubleday's Stories of Invention; Middle English and Scottish Ballads.

Great Men; Great Ideals: Selections from the Æneid, the Odyssey (C.E.)*; Franklin's Autobiography (C.E.)*; Southey's Nelson.

American Life and Ideals: Cooper's Novels; Eggleston's The Hoosier Schoolmaster, The Hoosier Schoolboy; Page's Red Book; Wister's the Virginian; Longfellow's Building of the Ship; a collection of Civil War poems; Whitman's I hear America Singing.

Man and Nature: Seton-Thompson's Wild Animals I have Known; selections from Audubon; selections from David Crockett's Autobiography; selectons from John Burrough's Essays.

Humor: Harris's Tales from Uncle Remus.

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*NOTE. "C. E." indicates that books so marked may be submitted for college entrance credit.

THIRD YEAR

I. *Aims:*

1. To show the pupil that every good piece of writing is based on systematic planning.
2. To lead him to want to plan what he writes.
3. To teach him how to plan.

II. *Activities:*

1. Read a good modern essay, short story, piece of description. Lead the class to see (a) organization of ideas or incidents, (b) coherence, (c) unity, (d) variety in sentence structure.

   Suggested list of essays and short stories: "Essay and Essay Writing," Tanner; "Types of Essay," Heydrick; "Essays of Present Day Writers," Pence; "Modern Essays," Avent; "Essays and Short Stories," Law; "American Short Stories," Royster.
2. Planning themes of two or three paragraphs.

   Suggested help for teachers: Briggs and McKinney, Book II, Problem III, "Practical English Composition," Miller, Chapters 14-20.
3. Describe any building within range of personal observation. (Teacher may find example of master artist in John Burrough's "Roof-Tree.").

   Suggested order of paragraphs:
   (1) Keynote.
   (2) Surroundings.
   (3) Exterior.
   (4) Interior.
   (5) Conclusion.
4. Describe your own town: Keynote—cultured, provincial, sleepy, busy—unity demands a keynote.

   Suggested order of paragraphs:
   (1) Keynote containing "Four W's."
   (2) Surrounding country.
   (3) Buildings.
   (4) Streets.
   (5) Picture at special time of day.
5. Describe a person: Topic sentence—keynote, items of appearance in order.
6. Write a narrative. Every good story consists of four parts:
   (1) Situation—Four "W's."
   (2) Climax—Point so difficult that there must be a turning point.
   (3) Unraveling—Way out.
   (4) Conclusion—Holding interest to end of narrative.
7. Plan and write an exposition; an argument.

   Suggested help for teachers: "New Practical English," Lewis and Hosic, Chapters XI, XII. An example of exposition by a master artist may be found in "Fisherman's Luck," Henry Van Dyke.
8. Planning and writing letters of various types.
9. Outlines, parallels, comparisons—based on classics read, historical happenings, lives and characters studied.

TERM ONE

I. *Technical Details:*

1. Give tests on punctuation and capitalization from time to time to arouse student to a sense of need. Preserve record; compare results; observe progress.
2. Test on recognition of nouns, adjectives, verbs, adverbs, relative pronouns, subordinate conjunctions, coördinate conjunctions, "conjunctive adverbs," relative pronouns.
3. Test on recognition of phrase and clause.
4. Try to eliminate the habit of running sentences together, either without any separating mark or with comma (comma blunder).
5. Spell as a matter of habit the following words:

accidentally
accommodate
accustom
address
against
although
altogether
amount
apologize
approach
argument
around
arrangement
arrive
athletics
benefit
captain
committee
corner
definitely
descend
development
despair
disapprove
disturb
embarrass
enthusiastically
especially
few
fourteen
greatest
guard
hurrying
imagine
judgment
marriage
merely
naturally
nickel
noticeably
o'clock
occasionally
opinion
originally
particularly
peaceably
preparation
privilege
porch
possibly
possess
practically
precede
prisoner
prove
recommend
religious
replies
repetition
ridiculous
safely
separation
shepherd
secretary
similar
studying
surely
supplies
suspicious
successful
syllable
unconscious
unmanageable
victuals
victorious
village
villain
weird
woman
women

II. *Results Required:*

1. Perfect form.
2. Observe rules of syntax and punctuation with 90 per cent accuracy.
3. Be able to recognize faults in unity, coherence, and emphasis in sentence and paragraph.
4. Organize material into an outline and write a theme of, at least, 800 words.
5. Write letters in perfect form and with courtesy and completeness.
6. To present evidence of a well-kept notebook. This notebook should contain the following themes, or work that the teacher endorses as equal to the following:

Type of Theme	*Number of Themes*
One long theme (1200 to 1500 words)	One
One theme (700 to 1000 words) or Four themes (200 to 300 words)	One
Four analyses of selections of literature	Four
Four business letters	One
One social letter	One
One reproduction (poetry or prose)	One

TERM TWO

I. *Technical Details:*

1. Try to eliminate dangling modifiers.
2. Seek to secure emphasis through the careful placing of modifiers.
3. Do not allow too many coördinate clauses.
4. Test to see if the use of the apostrophe is habitual.
5. Continue occasional drill on spelling words given in previous terms.

II. *Results Desired:*

1. Organize material into an outline and write theme, applying principles of unity, coherence, and emphasis with more ease and accuracy than in preceding terms.
2. Write letters with more ease and accuracy than in preceding terms.
3. To present notebook containing the following work, or work that the teacher considers equal to the following:

One long theme (1200-1500 words), correct in form, carefully punctuated. This theme must show some knowledge of unity, coherence and emphasis.

Three short themes showing knowledge of different kinds of paragraph development.

One argument with, at least, two proofs well-established.

One magazine article: synopsis of article, opinion of article	One theme
Biography	One theme
Report on parallel reading	One theme
Three business letters	One theme
Reproduction (poetry or prose)	One theme

Literature

The reading in the third high school year should be selected from the following books. At least five books should be assigned for home or library reading. As many should be chosen for careful classroom study as the time allows.

Romance and Adventure: Kipling's Captains Courageous; Doyle's Sherlock Holmes; Kingsley's Westward Ho!; Merchant of Venice (C.E.)*; Hamlin Garland, Boy Life on the Prairie; Arnold's Sohrab and Rustum (C. E.)*.

Great Men; Great Ideals: Macaulay's Johnson (C.E.)*; Drinkwater's Abraham Lincoln.

American Life and Ideals: Parkman's Oregon Trail; Harte's Luck of Roaring Camp, Outcasts of Poker Flats; Cable's Old Creole Days; Simms's Yemassee; Craddock's Prophet of Great Smoky; Hale's Man Without a Country; Grady's The New South; Riis's The Making of an American; Mary Antin's The Promised Land; Roosevelt's True Americanism; a collection of Southern poetry; Brook's North Carolina Poetry; Lowell's Odes; a collection of Southern prose and poetry; Whittier's Centennial Hymn.

Man and Nature: Selections from Audubon; selections from Crockett's Autobiography; Hudson's Idle Days in Patagonia.

Fancy and Imagination: A Midsummer-Night's Dream; As You Like It (C.E.)*; Coleridge's The Ancient Mariner (C.E.)*; selections from Alfred Noyes; selections from Sidney Lanier.

Humor: Mrs. Wiggs of the Cabbage Patch; Noyes's Forty Singing Seamen; O. Henry's The Ransom of Red Chief; Goldsmith's She Stoops to Conquer.

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*NOTE. "C. E." indicates that books so marked may be submitted for college entrance credit.

FOURTH YEAR

I. *Aims:*

1. To increase accuracy and ease in the mechanics of English.
2. To increase accuracy and ease in writing narration, description, exposition, and argumentation.
3. To develop an interest in combining these forms in the manner of modern writing for social and business use.

II. *Activities:*

1. The world of work: Class may choose a trade or profession. Groups or individuals may report to class, through theme, what they have earned from observation, from personal interviews, from reading.
2. Travel: description and narration of actual experiences.
3. History: Patriotism; Nationalism—biography, appreciation.
4. Ethical Matters: (1) Our behavior at home; (2) Our behavior at school—classrooms, locker rooms, halls, cafeteria, playground, school entertainments; (3) Our behavior in public places—street, street car, theatre, library, store, road, truck.
5. Health: keeping well; work of such organization as Red Cross, Anti-Tuberculosis Associations, Boy Scouts, Camp Fire Girls.
6. Community concerns: A good place to live, history and important people, work of community, interesting places.
7. Nature in our community: weather, orchards, gardens, birds, animals, crops, soil.
8. Our fascinating selves: reminiscences, descriptions, characterizations, adventures, interesting relatives, ancestors, matters on which I am an authority.
9. Adventures among books.
10. Business letters, letters of apology, appreciation.
11. Class anthologies: Collect interesting papers written during the term. Let committees edit compositions—write table of contents, draw illustrations.
12. Criticisms and appreciations of magazines.

Term One

I. *Technical Details:*

1. Review frequently all points on punctuation, grammar, capitalization in practical use for writing accurately.
2. Test often for recognition of errors and for ability to apply rules.
3. Be able, as a matter of habit, to spell these words correctly:

abbreviation
academy
accuracy
aggravate
ancient
announcement
anxious
annually
architect
attendance
assistant
balance
boundary
bulletin
calendar
canyon
carriage
cataract
citizen
college
commercial
connection
conquering
conscientious
considerably
contagious
convenience
courtesy
courteous
customary
delicious
descendant
democracy
dissipation
double
ecstacy
electric
eligible
exaggerate
exhausted
extraordinary
extravagance
familiar
foreigner
guardian
gymnasium
horizontal
humorous
hypocrisy
inaugurate
irrigation
inflammation

intellectual
intelligence
innocence
knowledge
license
magazine
management
manual
memorize
merchandise
millinery
miscellaneous
murmur
mysterious
nuisance
obstacle
opposite
pennant
performance
persuade
poisonous
prejudice
presence
proceed
procedure
professor
proficient
pursuit
recollect
responsibility
rehearsal
restaurant
seminary
sophomore
superintendent
superstitious
supersede
specimen
symmetry
sympathize
temperature
treasurer
unnecessary
unreasonable
vegetable
vengeance
visible

II. *Results Desired:*

1. Student must correct his own paper under the supervision of teacher. The corrected draft must attain 95 per cent accuracy in syntax, 95 per cent accuracy in punctuation, and 100 per cent accuracy in spelling.
2. The completed notebook should contain the following work or the value of the following:

Nine Themes

Two long themes (1200-1500 words)
Four short themes (200-300 words)
Biography
Book reports
Letters and reproductions

Term Two

I. *Technical Details:*

1. Test to find weakness, and drill on errors.
2. Note use of subjunctive: (a) If I were he, I should go. (b) If he be there, let him come. (c) I wish I were well.
3. Review the use of like and as.
4. Watch the possessive.
5. Use the indefinite pronouns.
6. Be sure that the student knows these sixty troublesome verbs:

am
attack
become
bite
blow
break
bring
burst
catch
choose
come
dive
do
drink
drive
drown
eat
flow
fly
forget
get
go
grow
hang
know
lay
lead
leave
lend
lie (falsify)
lie (recline)
lose
light
pay
prove
ring
rise
run
see
set
shoes
sing
sit
sling
spit
sting
strike
swear
swell
seem
take
teach
thrive
throw
tread
wake
wear
win
wring
write

II. *Results Desired:*

1. To present notebooks containing nine themes, or the value of nine themes. Attempt to show improvement in accuracy, ease, force, and interest.
2. Suggestions for general use:

   Compositions should be corrected by students after errors are indicated by teacher.

   Standard scales for marking compositions should be used occasionally. They give a basis for comparison, and they also show the result obtained by objective scoring.

Composition Scales

Ayres: *Measuring Ability in Spelling.* Russell Sage Foundation, New York.

Hillegas: *Composition Scale.* Bureau of Publications, Teachers College, Columbia University, New York.

Thorndyke: *Extension of Hillegas Scale.* Bureau of Publications, Teachers College, Columbia University, New York.

Trabue: *Composition Scale.* Bureau of Publications, Teachers College, Columbia University, New York.

Hudelson: *English Composition Scale.* World Book Company, Yonkers-on-Hudson.

Lewis: *Scales for Measuring Special Types of English Composition.* World Book Company, Yonkers-on-Hudson.

Literature

The reading of the fourth high school year should be selected from the following books. At least six of the books should be assigned for home or library reading. As many should be chosen for careful classroom study as the time allows.

Romance and Adventure: Blackmore's Lorna Doone; Service's Spell of the Yukon; Byron's Prisoner of Chillon; N. H. Moore's Deeds of Daring Done by Girls.

Great Men; Tragic Failures: Macbeth (C.E.)*; Hamlet (C.E.)*; Carlyle's Essay on Burns (C.E.)*; Browning's Andrea del Sarto.

American Life and Ideals: Garland's A Son of the Middle Border; O. Henry's Heart of the West; Burke's Speech on Conciliation (C.E.)*; Washington's Farewell Address and Webster's Bunker Hill Orations (C.E.)*; Lincoln's Gettysburg Address; Lincoln's Letters; selections from Wilson's speeches; Moody's Ode in Time of Hesitation; Graham's Education and Citizenship; a collection of World War poems; a collection of American short stories.

Man and Nature: Selections from Huxley.

Fancy and Imagination: Peabody's The Piper; Milton's Minor Poems (C.E.)*; Golden Treasury, Book IV; The Tempest (C.E.)*.

Humor: Sheridan's The Rivals; Twelfth Night.

ADDITIONAL BOOKS FOR HOME READING

From the following list substitutions may, in some cases, be made for books recommended in the earlier lists. Substitution is advisable only when the books on the recommended list have been read in the lower grades or when the selections are unquestionably too easy or too difficult for the attainments of any particular class. To provide material for substitution is not, however, the main purpose of the list. Its large aim is to furnish the English teacher a group of books of diverse appeals to suit the interests of individual pupils. The list is intended, above all, to minister to the pleasure and profit of those promising pupils who ask for more reading than is required merely "to pass the course."

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*NOTE. "C. E." indicates that books so marked may be submitted for college entrance credit.

Credit for outside reading may be given either by assigning definite values to certain books (as is done in the "Hartford Reading Lists," published by Henry Holt and Company) and thus require a definite number of credit points for the year; or by requiring one book a month—five books for the semester—and thus give a certain credit each month for that work.

A Minimum List of Books for Home Reading

This list is designed principally for those schools with limited library facilities or for those teachers of English who prefer to require certain books rather than try to provide for individual tastes.

FIRST YEAR

Clemens—*Tom Sawyer*
London—*The Call of the Wild*
Stevenson—*Treasure Island* (C.E.)*
Dickens—*Oliver Twist* (C.E.)*
Scott—*Ivanhoe* (C.E.)*
Alcott—*Little Women*
Cooper—*The Spy*
Keller—*The Story of My Life*
Shakespeare—*A Midsummer Night's Dream* (C.E.)*
Homer—*The Odyssey* (Palmer translation)

SECOND YEAR

Dickens—*David Copperfield* (C.E.)*
Cooper—*The Last of the Mohicans* (C.E.)*
Barrie—*The Little Minister*
Scott—*The Talisman*
Bunyan—*Pilgrim's Progress*
Blackmore—*Lorna Doone* (C.E.)*
Antin—*The Promised Land*
Riis—*The Making of an American*
Roosevelt—*Letters to his Children*
Shakespeare—*Julius Ceasar* (C.E.)*

THIRD YEAR

Wallace—*Ben Hur*
Dickens—*A Tale of Two Cities* (C.E.)*
Scott—*Kenilworth* (C.E.)*
Austin—*Pride and Prejudice* (C.E.)*
Thackeray—*Henry Esmond* (C.E.)*
Parkman—*The Oregon Trail* (C.E.)*
Muloch—*John Halifax Gentleman*
Garland—*A Son of the Middle Border*
Goldsmith—*The Vicar of Wakefield* (C.E.)*
Shakespeare—*King Henry V* (C.E.)*

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FOURTH YEAR

Thackeray—*Vanity Fair*
Hugo—*Les Miserables*
Eliot—*Adam Bede*
Hawthorne—*The Scarlet Letter*
Kingsley—*Westward Ho!*
Howells—*The Rise of Silas Lapham*
Dickens—*Great Expectations*
Shakespeare—*Othello* (C.E.)*
Addams—*Twenty Years at Hull House*
Bok—*The Americanization of Edward Bok*

A Longer List of Books for Home Reading

FIRST YEAR

I FICTION

M. Robertson—*Sinful Peck*
R. L. Stevenson—*Kidnapped*
R. L. Stevenson—*David Balfour*
Bullen—*The Cruise of the Cachelot*
Hopkins—*She Blows and Spurns at That*
Cooper—*The Last of the Mohicans*
S. E. White—*The Riverman*
Ralph Connor—*Glengarry Schooldays*
Ralph Connor—*The Man from Glengarry*
F. H. Smith—*Colonel Carter of Cartersville*
T. N. Page—*The Old Gentleman of the Black Stock*
Lincoln—*The Portygee*
Tarkington—*Seventeen*
Ervine—*Alice and a Family*
Rinehart—*The Circular Staircase*
Clemens—*Personal Recollections of Joan of Arc*
Clemens—*Puddinhead Wilson*
Clemens—*Tom Sawyer*
Clemens—*Huckleberry Finn*
R. L. Stevenson—*The Bottle Imp*
E. Hough—*Fifty-four Forty or Fight*
A. C. Doyle—*The White Company*
Sienkiewicz—*With Fire and Sword*
Kipling—*Kine*
Dickens—*Oliver Twist*
Scott—*Ivanhoe*
Tarkington—*Monsieur Beaucaire*
Weyman—*A Gentleman of France*
McCarthy—*The Glorious Rascal*
Defoe—*Robinson Crusoe*
Swift—*Gulliver's Travels*
Bunyan—*Pilgrim's Progress*
Arabian Nights
Hawes—*The Mutineers*
Hawes—*The Quest*
Ollivant—*Bob, Son of Battle*

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II SHORT STORIES

Kipling—*Plain Tales from the Hills*
Kipling—*The Day's Work*
Irving—*The Sketch Book*
Irving—*Tales of a Traveller*
Page—*In Ole Virginia*
Hawthorne—*Tales of the White Hills*
Bret Harte—*The Luck of Roaring Camp*
Garland—*They of the High Trails*
Grenfell—*Tales of the Labrador*
E. A. Poe—*Tales*
Cobb—*Old Judge Priest*
Kelly—*Little Aliens*
W. A. White—*The Court of Boyville*
Brown—*Bob and His Friends*
Aldrich—*Margorie Daw and Other Stories*
M. S. Andrews—*The Perfect Tribute*

III DRAMA

Shakespeare—*A Midsummer Night's Dream*
Shakespeare—*Twelfth Night*
MacKaye—*Washington, the Man Who Made Us*
Drinkwater—*Abraham Lincoln*
Hazelton—*The Yellow Jacket*
Maeterlinck—*The Blue Bird*
Gregory—*The Dragon*
Bangs—*The Bicycleers and Other Farces*
MacKaye—*The Beau of Bath and Other One-Act Plays*

IV POETRY

Homer—*The Iliad* (Palmer Translation)
Homer—*The Odyssey* (Palmer Translation)
The Song of Roland (Translated by Butler)
Scott—*Marmion*
Scott—*The Lay of the Last Minstrel*
Longfellow—*Tales of a Wayside Inn*
Stevenson—*Ballads*
Teter—*One Hundred Narrative Poems*
Scudder—*American Poems*
Allingham—*The Ballad Book*
K. Bates—*A Ballad Book*
Wells—*Nonsense Anthology*

V NON-FICTION (Essays, Travel, Biography)

Hubbard—*A Message to Garcia*
Seton—*Wild Animals I Have Known*
Abbott—*Days out of Doors*
Jordan—*The Story of Matka*
Fabre—*Social Life of the Insect World*
Treves—*The Cradle of the Deep*
Marden—*Choosing a Career*
Weaver—*Vocations for Girls*
Paine—*Ships and Sailors of Old Salem*

O'Connor—*Heroes of the Storm*
Van Loon—*The Story of Mankind*
P. Colum—*My Irish Year*
Young—*Alaska Days with John Muir*
J. Muir—*Travels in Alaska*
Riis—*Hero Tales of the Far North*
Muir—*The Cruise of the Corwin*
Seton—*A Woman Tenderfoot*
S. E. White—*The Land of Footprints*
Roosevelt—*African Game Trails*
Franklin—*Autobiography*
Garland—*Boy's Life on the Prairie*
Hale—*A New England Boyhood*
Paine—*Boy's Life of Mark Twain*
Barrus—*John Burroughs, Boy and Man*
Brady—*Paul Jones*
Bowen—*Daniel Boone and the Wilderness Road*
Sprague—*David Crockett*
Nicolay—*Boy's Life of Lincoln*
Hagedorn—*Boy's Life of Roosevelt*
Bolton—*Girls who Became Famous*
Life and Letters of Louisa Alcott
Lodge and Roosevelt—*Hero Tales from American History*

SECOND YEAR

I FICTION

W. C. Russell—*The Wreck of the Grosvenor*
London—*The Sea Wolf*
Masefield—*Lost Endeavor*
Melville—*Moby Dick*
Mitchell—*Hugh Wynne, Free Quaker*
Cooper—*The Deerslayer*
Cooper—*The Pathfinder*
Cooper—*The Pioneers*
Cooper—*The Prairie*
Wister—*The Virginian*
Robins—*The Majestic North*
Bachellor—*A Man for the Ages*
Bachellor—*In the Days of Poor Richard*
Connor—*Black Rock*
Allen—*A Kentucky Cardinal*
Dickens—*David Copperfield*
Dickens—*Oliver Twist*
F. H. Smith—*Caleb West, Master Diver*
Gaskell—*Cranford*
Stockton—*Rudder Grange*
Morley—*The Haunted Bookshop*
Morley—*Parnassus on Wheels*
Lever—*Charles O'Malley*
Lever—*Rory O'Moore*
Stackpole—*Patsy*
Harland—*The Cardinal's Snuffbox*
Moffett—*Through the Wall*
E. Hough—*The Covered Wagon*

Woolson—*Anne*
Scott—*Guy Mannering*
M. Johnston—*To Have and to Hold*
W. Churchill—*The Crisis*
Scott—*The Talisman*
H. H. Jackson—*Ramona*
Davis—*Captain Macklin*
Dumas—*The Count of Monte Cristo*
Lytton—*Last Days of Pompeii*
W. H. Davis—*A Friend of Caesar*
Tarkington—*Monsieur Beaucaire*
Dumas—*The Three Musketeers*
Moore—*The Jessamy Bride*
Crane—*The Red Badge of Courage*
Gale—*Friendship Village*
Porter—*Scottish Chiefs*

II SHORT STORIES

Connolly—*Out of Gloucester*
O'Henry's Stories
Stockton—*The Lady or the Tiger and Other Stories*
Deland—*A New England Nun and Other Volumes*
Deland—*Old Chester Tales*
Wells—*Thirty Strange Stories*
Poe—*Tales*
Field—*A Little Book of Profitable Tales*
Doyle—*Sherlock Holmes Stories*
Ashmun—*Modern Short Stories*
Thomas—*Atlantic Narratives*
Heydrick—*Americans All*

III DRAMA

Shakespeare—*The Merchant of Venice*
Shakespeare—*A Winter's Tale*
Shakespeare—*Richard II*
Fitch—*Beau Brummel*
Fitch—*Nathan Hale*
Fitch—*Barbara Freitchie*
Mackaye—*The Scarecrow*
Peabody—*The Piper*
Forbes—*The Famous Mrs. Fair*
Barrie—*The Admirable Crichton*
Barrie—*Half Hours*
Gregory—*Irish Folk History Plays*
Howells—*The Mouse-Trap and Other Farces*
H. L. Cohen—*One Act Plays of Modern Authors*

IV POETRY

Homer (Five Books)—*The Iliad*
Homer (Five Books)—*The Odyssey*
Bryon—*The Prisoner of Chillon*
Byron—*Mazeppa*
Arnold—*Sohrab and Rustum*
Longfellow—*The Golden Legend*

Macaulay—*Lays of Ancient Rome*
Service—*The Spell of the Yukon*
Service—*Rhymes of a Red Cross Man*
Whittier—*Snowbound*
Masefield—*Reynard the Fox*
Kipling—*Barrack Room Ballads*
Coleridge—*The Rime of the Ancient Mariner*
Rittenhouse—*Little Book of American Poets*
Long—*Selections from American Poetry*
Hart—*Popular English Ballads*
Mabie—*A Book of English Ballads*
Wells—*Parody Anthology*

V NON-FICTION (Essays, Travel, Biography)

Bangs—*From Pillar to Post*
Lucas—*Old Lamps for New*
Roosevelt—*The Stoneman's Life*
Roosevelt—*American Ideals and Other Essays*
Nutting—*The Track of the Typhoon*
Beebe—*Jungle Peace*
Burroughs—*Wake Robin*
Van Dyke—*Fisherman's Luck*
Warner—*Endicott and I*
Briggs—*College Girls*
Briggs—*College Life*
Stockton—*Buccaneers and Pirates of our Coast*
Powell—*First Through the Grand Canyon*
Stevenson—*An Amateur Emigrant*
Clemons—*The Innocents Abroad*
Stefansson—*My Life with the Eskimos*
Dana—*Two Years Before the Mast*
Muir—*A Thousand Mile Walk to the Gulf*
Roosevelt—*African Game Trails*
Roosevelt—*Hunting Trips of a Ranchman*
F. H. Smith—*Gondola Days*
Roosevelt—*Theodore Roosevelt, An Autobiography*
Joseph Jefferson—*Autobiography*
Garland—*A Son of the Middle Border*
Garland—*A Daughter of the Middle Border*
E. Bok—*A Dutch Boy Fifty Years After*
Richards—*Life of Florence Nightingale*
Paine—*Life of Mark Twain*
Overton—*Life of Stevenson*
Bradford—*Lee, the American*
Froude—*Caesar, a Sketch*
Abbott—*Impressions of Roosevelt*
White—*Plutarch's Lives*
Hubbard—*Little Journeys to the Homes of American Statesmen*
Bigelow—*Letters of Benjamin Franklin*
Paine—*Letters of Mark Twain*

THIRD YEAR

I FICTION

Conrad—*Typhoon*
Gale—*Miss Lula Bett*
Ford—*Janice Meredith*
Atherton—*The Conqueror*
Page—*Red Rock*
Harrison—*V. V.'s Eyes—Queed*
Coble—*Dr. Sevier*
W. Black—*Judith Shakespeare*
Henion—*Maria Chapdelaine*
Locke—*The Beloved Vagabond*
Hawthorne—*The House of Seven Gables*
Dickens—*David Copperfield*
Dickens—*The Old Curiosity Shop*
Rinehart—*An Amazing Interlude*
Kipling—*The Light That Failed*
Barrie—*Sentimental Tommy*
Parker—*The Right of Way*
Stevenson—*The Master of Ballantrae*
Cather—*My Antonia*
Jewett—*The Country of the Pointed Firs*
Ford—*The Honorable Peter Stirling*
Tarkington—*Alice Adams*
Tarkington—*The Turmoil*
Dickens—*Pickwick Papers*
Bennett—*Helen With the High Hand*
Thackeray—*The Newcomers*
Bronte—*Jane Eyre*
Parker—*In the Seats of the Mighty*
Stevenson—*St. Ives*
Stevenson—*Dr. Jekyl and Mr. Hyde*
Barrie—*The Little Minister*
Weyman—*A Gentleman of France*
Cervantes—*Don Quixote*
Aucassia and Nicolette
Goldsmith—*The Vicar of Wakefield*
Farnol—*An Amateur Gentleman*

II SHORT STORIES

Noyes—*Walking Shadows*
O'Henry's Stories
Maclaren—*Beside the Bonnie Brier Bush*
Murfee—*In the Tennessee Mountains*
Short Stories of Stevenson
Poe—*Tales*
Kipling—*Stories*
Thomas—*Atlantic Narratives*
Smith—*Short Stories Old and New*
O. Henry Prize Stories (For Various Years)
M. S. Andrews—*The Courage of the Commonplace*
Baldwin—*American Short Stories*
French—*The Best Short Stories*
Mikels—*Short Stories for High Schools*

III DRAMA

Shakespeare—*Richard III*
Shakespeare—*King Henry IV*
Goldsmith—*She Stoops to Conquer*
Van Dyke—*The House of Rimmer*
Pinero—*Sweet Lavender*
Barker and Houseman—*Prunella*
Mackaye—*Jeanne D'Arc*
McCarthy—*If I Were a King*
Tarkington—*Intimate Strangers*
Zangville—*Merely Mary Anne*
Belasco—*The Return of Peter Grimm*
Rostand—*The Princess Far-Away*
Hauptman—*The Sunken Bell*
Milne—*Mr. Pim Passes By*
Gregory—*Irish Folk—History Plays*
Yeats—*Collected Short Plays*
Collected Plays of Synge
Galsworthy—*Six Short Plays*
S. Claspell—*Plays*
Leonard—*The Atlantic Book of Modern Plays*

IV POETRY

Goldsmith—*The Deserted Village and the Traveler*
Rosetti—*The Prince's Progress*
Masefield—*King Cole*
Kipling—*Seven Seas*
Shakespeare—*Sonnets*
Gray—*Elegy in a Country Churchyard*
Coleridge—*Kubla Khan and Christobel*
Burns's Poems in the Golden Treasury
Couch—*The Oxford Book of Verse*
Richards—*High Tide*
Rittenhouse—*The Little Book of Modern Verse*
Untermeyer—*Modern British Poems*
Untermeyer—*Modern British and American Poems*

V NON-FICTION (Essays, Travel, Biography)

Crothers—*Among Friends*
Crothers—*By the Christmas Tree*
Wagner—*The Simple Life*
Cabot—*What Men Live By*
Grayson—*Adventures in Friendship*
Mabie—*Books and Culture*
Stevenson—*A Christmas Sermon*
Smith—*What Can Literature Do For Me?*
Bacon's Essays (At least five)
Lamb—*Essays of Elia* (At least five)
Macaulay—*Essay on Addison*
Van Dyke—*The Open Sea*
Palmer—*Why Go to College*
Canfield—*Letters to Young Men*
Center—*The Worker and his Work*
Roosevelt—*The Winning of the West*

Kipling—*Letters of Travel*
Stevenson—*An Inland Voyage*
Custer—*Boots and Saddles*
Rollins—*The Cowboy*
Parkham—*The Oregon Trail*
Hudson—*Far Away and Long Ago*
Mary Austin—*The Promised Land*
Bernhardt—*Memories of My Life*
Southern—*The Meloncholy Tale of Me*
Shaw—*Story of a Pioneer*
Helen Keller—*The Story of My Life*
Howells—*A Boy's Town*
Bagley—*The Old Virginia Gentleman*
Carpenter—*Joan of Arc*
Barrie—*Margaret Ogilvie*
Howells—*My Mark Twain*
Ida Tarbell—*Life of Lincoln*
Ainger—*Letters of Charles Lamb*
Lanier—*Letters of Sidney Lanier*
Bishop—*Letters of Roosevelt to his Children*
Greenlaw—*Familiar Letters*

FOURTH YEAR

I FICTION

Conrad—*Children of the Sea*
Walpole—*Fortitude*
Wharton—*The House of Mirth*
Ervine—*Changing Winds*
McFee—*Command*
Eliot—*Adam Bede*
Eliot—*The Mill on the Floss*
Eliot—*Romola*
Hawthorne—*The Scarlet Letter*
Dickens—*Great Expectations*
Dickens—*Bleak House*
Dickens—*Little Dorriet*
Dickens—*Dombey and Son*
Canfield—*The Bent Twig*
Canfield—*Rough-hewn*
Deland—*The Iron Woman*
Deland—*The Awakening of Helena Ritchie*
Cather—*One of Ours*
Hugo—*Toilers of the Sea*
Austin—*Pride and Prejudice*
Austin—*Sense and Sensibility*
Howells—*The Rise of Silas Lapham*
Churchill—*The Inside of the Cup*
S. Lewis—*Babbitt*
S. Lewis—*Main Street*
Morley—*Where the Blue Begins*
De Morgan—*Alice for Short*
Thackeray—*Vanity Fair*
Thackeray—*Henry Esmond*
Walpole—*The Green Mirror*

Blackmore—*Lorna Doone*
D. Byrne—*Messer Marco Polo*
Scott—*Kenilworth*
Reade—*The Cloister and the Hearth*
M. Johnston—*The Long Roll*
C. Kinglsey—*Westward Ho!*
M. Johnston—*Cease Firing*
Craik—*John Halifax, Gentleman*
Poole—*The Harbor*
Hugo—*Les Miserables*
Seinkiewicz—*Quo Vadis*
Burney—*Evelina*
Sabatina—*Captain Blood*

II SHORT STORIES

Conrad—*A Set of Six*
Conrad—*Youth*
O. Henry's Stories
Morley—*Tales From a Roll Top Desk*
Alice Brown—*Meadow-Grass*
Zangwill—*Children of the Ghetto*
De Maupassant—*The Odd Number*
Short Stories of R. L. Stevenson
Poe—*Tales*
Cody—*The World's Greatest Stories*
Heydrick—*Types of the Short Story*
Howells—*Great Modern American Stories*
O'Brien—*The Best Short Stories* (Various years)
O. Henry Prize Stories (Various years)
Thomas—*Atlantic Narratives*

III DRAMA

Shakespeare—*The Tempest*
Shakespeare—*Othello*
Shakespeare—*Hamlet*
Shakespeare—*King Lear*
Sheridan—*The Rivals*
Browning—*Pippa Passes*
Noyes—*Sherwood*
Kennedy—*The Servant in the House*
Jerome—*The Passing of the Third Floor Back*
Wilde—*The Importance of Being Earnest*
Crothers—*He and She*
Galsworthy—*Loyalties*
Galsworthy—*The Silver Box, The Pigeon*
Moliere—*The Imaginary Invalid*
Rostand—*Cyrano de Bergerae*
Rostand—*L'Aiglon*
G. B. Shaw—*Arms and the Man*
Barrie—*What Every Woman Knows*
W. V. Moody—*The Great Divide*
Gregory—*Irish Folk—History Plays*
Dunsany—*Five Plays*
Maeterlinck—*Collected Short Plays*
Yeats—*Collected Short Plays*

Collected Plays of Synge
Barrie—*Echoes of the War*
Koch—*Carolina Folk Plays*
Dickinson—*Wisconsin Plays*

IV POETRY

Omar Kahyyam—*The Rubaiyat*
Tennyson—*The Princess*
Masefield—*Story of the Round House*
Noyes—*Tales of the Mermaid Tavern*
Browning—*Selected Short Poems*
Frost—*North of Boston*
Kipling—*Five Nations*
Keats—*Lania—Eve of St. Agnes—La Belle Davie—Ode on a Grecian War*
Shakespeare—*Sonnets*
Wordsworth's Poems in the Golden Treasury
Shelley—*Adonais*
The Oxford Book of Verse
Richards—*High Tide*
Rittenhouse—*The Little Book of Modern Verse*
Untermeyer—*Modern British Poems*
Untermeyer—*Modern American Poems*
Untermeyer—*Modern British and American Poems*

V NON-FICTION (Essays, Travel, Biography.)

Crothers—*The Gentle Reader*
Crothers—*Humanely Speaking*
Eliot—*Durable Satisfactions of Life*
Erskine—*The Moral Obligation to Be Intelligent*
Cabot—*What Men Live By*
Hagedorn—*You Are the Hope of the World*
Keller—*The World I Live In*
Keller—*Optimism*
Leacock—*Essays and Literary Studies*
C. Morley—*Essays*
Grayson—*The Friendly Road*
Howells—*Among My Books*
Palmer—*Self-Cultivation in English*
Smith—*What Can Literature Do For Me?*
Ruskin—*Sesame and Lilies*
Holmes—*The Autocrat of the Breakfast Table*
Emerson's Essays (At least five)
Macaulay—*Essay on Johnson*
Morley—*Modern Essays*
Thoreau—*Cape Cod*
Briggs—*College Girls*
Briggs—*College Life*
Rolland—*Musicians of Today*
Riis—*How the Other Half Lives*
Canfield—*Home Fires in France*
Steiner—*From Alien to Citizen*
E. Bok—*The Americanization of Edward Bok*

Thomas—*The Point of My Remembrance*
J. Addams—*Twenty Years at Hull House*
Field—*Yesterdays with Authors*
Palmer—*Alice Freeman Palmer*
Balfour—*Life of Stevenson*
Smith—*Biography of O. Henry*
Dyer and Martin—*Edison, His Life and Inventions*
Colvin—*Letters of Stevenson*

FIRST AND SECOND YEARS

Alcott: Little Men. *Barrier:* Peter and Wendy. *Burroughs:* Birds and Bees; Squirrels and Other Fur Bearers; Curious Homes and Their Tenants. *Bullen:* The Cruise of the Cachalot. *Brown:* Rab and His Friends. *Cooper's* Novels (C.E.)*. *Lanier*: The Boy's King Arthur. *Oliphant:* Bob, Son of Battle. *Gilder*: The Autobiography of a Tom Boy. *Dodge*: Hans Brinkler on Skates. *Ouida:* Dog of Flanders; A Nuremberg Stove. *Rice:* Mrs. Wiggs of the Cabbage Patch. *Roosevelt:* Stories of the Great West; His Letters to His children. *Riley:* Poems Here at Home. *Thwaites:* Daniel Boone. *Dickens:* Oliver Twist (C.E.)*. *Page:* Two Little Confederates. *Garland:* A Boy's Life on the Prairie. *Peabody:* Old Greek Stories. *Haaren and Poland:* Famous Men of Rome; Famous Men of the Middle Ages. *Kipling:* Barrack Room Ballads (C.E.)*. *Macaulay:* Lays of Ancient Rome (C.E.)*. *Stevenson:* Kidnaped (C.E.)*; David Balfour. *White:* The Court of Boyville; The Magic Forest.

THIRD AND FOURTH YEARS

Doyle: The White Company. *Kelly:* Little Citizens. *Kipling:* The Day's Work; The Light That Failed. *Byron:* The Prisoner of Chillon (C.E.)*. *Bolton:* Girls Who Became Famous; Boys Who Became Famous. *Grenfel:* Vikings of Today. *Parton:* Captains of Industry. *Noyes:* Sherwood; Drake. *Shakespeare:* The Merchant of Venice (C.E.)*. *Stevenson:* Travels With a Donkey (C.E.)*; An Inland Voyage (C.E.)*. *Bunyan:* Pilgrim's Progress (C.E.)*. *Barrie:* The Little Minister. *Kingsley:* Westward Ho! (C.E.)*. *Weyman:* A Gentleman of France; Under the Red Robe. *Clemens:* A Connecticut Yankee at King Arthur's Court; Life on the Mississippi. *Masefield:* The Story of a Round House; Salt Water Ballads. *McNeill:* Lyrics from Cotton Land. *Addams:* Twenty Years at Hull House. *Scott:* Quentin Durward; Kenilworth (C.E.)*. *Page:* In Ole Virginia. *Jerome:* The Passing of the Third Floor Back. *Boswell:* Life of Johnson (C.E.)*. *Melville:* Typee; Moby Dick. *Hugo:* Les Miserables. *Milton:* Paradise Lost, Books I and II (C.E.)*. *Goldsmith:* The Deserted Village (C.E.)*. *Barrie:* Half-Hours. *Rostand:* Cyrano de Bergerac. *Curtis:* Prue and I (C.E.)*. *Macaulay:* Essay on Milton (C.E.)*. *Allen:* The Kentucky Cardinal. *Carnegie:* An Autobiography. *Parton:* Captains of Industry. *Muir:* Travels in Alaska. *Irving:* Rip Van Winkle (C.E.)*. *Fabre:* Bramble Bees and Others; The Life of the Spider. *Keller:* The World I Live in. *Muir:* The Story of My Boyhoood and Life. *Thoreau:* Walden (C.E.)*. *Crane:* The Red Badge of Courage. *Dickens:* Tale of Two Cities (C.E.)*; Pickwick Papers (C.E.)*; David Copperfield (C.E.)*; Nicholas Nickleby (C.E.)*. *Hughes:* Tom Brown's School Days (C.E.)*.

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*NOTE. "C. E." indicates that books so marked may be submitted for college entrance credit.

The foregoing lists may be supplemented from the following lists of books for home reading:

The Hartford Reading List (Henry Holt and Co.)

An Annotated Home Reading List, Vol. XVIII, Nos. 1 and 2 (The Illinois Association of Teachers of English Bulletin, H. G. Paul, 322 Lincoln Hall, Urbana, Ill.)

Book for Home Reading (National Council of Teachers of English, Chicago, Illinois)

The following books are helpful and suggestive:

Marsh's *A Teacher's Manual for the Study of English Classics* (Scott, Foresman and Co.)

Trent, Hanson, and Brewster's *An Introduction to the English Classics* (Ginn and Company)

STATE APPROVED TEXTBOOKS IN ENGLISH

Composition and Rhetoric

(a) BOOKS USUALLY USED DURING ONE OR BOTH OF FIRST AND SECOND YEARS

Bolenius—*Everyday English Composition* (American)
Briggs and McKinney—*Ways to Better English, Brief Course* (Ginn)
Brubacher and Snyder—*High School English, Book I* (Merrill)
Claxton and McGinniss—*Effective English, Junior* (Allyn)
Emmerson and Bender—*Modern English, Book II* (Macmillan)
Lewis and Hosic—*Practical English for High Schools* (American)
Murray and Wiles—*First Book in English* (Heath)
Miller—*Practical English Composition, Book I* (Houghton)
Miller—*Practical English Compostion, Book II* (Houghton)
Potter, Jeschke, Gillet—*Oral and Written English, Book II* (Ginn)
Ward—*Sentence and Theme, Revised* (Scott)
(The old book may be used.)
Sentence Book, paper binding, used with *Sentence and Theme* (Scott)

(b) BOOKS USUALLY USED DURING ONE OR BOTH OF THIRD AND FOURTH YEARS

Briggs and McKinney—*A Second Book of Composition* (Ginn)
Brubacher and Snyder—*High School English, Book I* (Merrill)
Claxton and McGinniss—*Effective English* (Allyn)
Clippinger—*Written and Spoken English* (Silver)
Hitchcock—*High School English Book* (Holt)
Miller—*Practical English Composition, Book III* (Houghton)
Miller—*Practical English Composition, Book IV* (Houghton)
Tanner—*Compostion and Rhetoric* (Ginn)
Ward—*Theme Building* (Scott)
White—*English Study and English Writing* (Heath)

Grammars and Guide Books

(a) ELEMENTARY

Cross—*The Little Grammar* (Atlantic Press)
Lewis and Lynch—*Grammar to Use* (Winston)

(b) ADVANCED

Allen—*Review of English Grammar for Secondary Schools* (Heath)
Kittredge and Farley—*A Concise English Grammar* (Ginn)
Leiper—*New English Grammar* (Macmillan)

(c) GUIDE BOOKS

Greever and Jones—*Century Hand Book of Writing* (Century)
Johnson—*Mechanics of English* (Allyn)
Royster-Thompson—*Guide to Composition* (Scott)
Practice Sheets, paper binding, used with *Guide to Composition* (Scott)
Royster Reading Report Blanks (Scott)

Spelling

The following listed books are strictly of the spelling type:

Chew—*Practical High School Speller* (Allyn)
Payne—*Common Words Commonly Misspelled* (Johnson)
Sandwick and Bacon—*High School Word Book, Briefer Course* (Heath)
Van Vort—*The Student's Spelling Aid* (Merrill)
Williams, Griffin and Chase—*Essentials in Spelling for High Schools* (Williams)

Word Study

Arnold—*The Mastery of Words* (Iroquois)
Greever and Bachelor—*The Century Vocabulary Builder* (Century)
Hunt—*Modern Word Studies* (American)
Swan—*Word Study* (Macmillan)

Dictionaries

Funk & Wagnalls—*Desk Standard Dictionary* (Funk)
Funk & Wagnalls—*Comprehensive Standard Dictionary* (Funk)
Webster—*Secondary School Dictionary* (American)
Winston—*The Winston Simplified Dictionary* (Winston)

Supplementary List of English Texts

The State Commission, after very careful consideration of the matter, has been convinced that the choice of English and American classics should not be limited to an adopted list. The publishers will furnish catalogues to those who desire them, so that first-hand selection may be made. The following editions of classics are all good, as are many others which may not have been submitted:

Academy Classics (Allyn)
Arden Shakespeare (Heath)
Ecletic English Classics (American)
Graded Classics Series (Johnson)
Lake English Classics (Scott)
Living Literature Series (Gregg)
Pocket Classics (Macmillan)
Riverside Literature English Series (Houghton)
Scribner Series of English Classics (Scribner)
Silver Series of Classics (Silver)
Standard English Classics (Ginn)

Special attention is here called to the development by Scott, Foresman and Company of the very fine collection of classics and scheme of presentation of a course in literature, under the title of *Literature and Life Series.* This is printed in four books, one for each year.

The Century Company has printed a similar work for the third and fourth years of high school—*Studies in English World Literature* and a *Study of Types of Literature.*

History of Literature

Textbooks in history of literature, used as a background for the teaching of literature, are very desirable and necessary. Where possible, several different texts should be available. The following books have been submitted and are listed without comment.

AMERICAN LITERATURE TEXTS

Haney—*The Story of Our Literature* (Scribners)
Long—*Outlines of American Literature* (Ginn)
Metcalf—*American Literature* (Johnson)
Pace—*American Literature with Readings* (Allyn)
Painter—*Introduction to American Literature* (Sanborn)
Payne—*History of American Literature* (Rand)

ENGLISH LITERATURE TEXTS

Boas and Hahn—*Social Backgrounds of English Literature* (Atlantic)
Long—*Outlines of English Literature* (Ginn)
Metcalf—*English Literature* (Johnson)
Miller—*English Literature* (Lippincott)
Moody and Lovett—A *First View of English Literature* (Scribners)
Neilson and Thorndyke—*History of English Literature* (Macmillan)
Pace—*English Literature with Readings* (Allyn)
Painter—*Introduction to English Literature* (Sanborn)

COMBINATION TEXTS

Tappan—*England's and America's Literature* (Houghton)
Tisdel—*Brief Survey of English and American Literature* (Macmillan)

Junior High School English

Since there are some school systems now interested in the junior high school organization, and since English is one of the very important subjects in this type of school, it seems wise to submit a rather large list of suggested English books. In almost every case these books stress different points, thus teaching English from various angles.

Briggs, McKinney, Skeffington—*Junior High School English,* 2 books (Ginn)
Buhlig—*Junior English,* 3 books (Heath)
Deffendal—*Junior English Course,* 2 books (Little)
Hatfield and MacGregor—*English in Service,* 3 books (Doubleday)
Hitchcock—*Junior English,* 2 books (Holt)
Macdonald—*Junior English,* 2 books (Sanborn)
Ward and Moffett—*Junior Highway to English* (Scott)

Literature

Atlantic Prose and Poetry (Atlantic)
Davis—*Modern Readings,* 2 books (Heath)
Elson-Keck—*Junior High School Literature,* 3 books, (Scott)

Public Speaking

The increasing interest in public debate and speaking contests can be encouraged in no better way than by the use of some good textbook. The Commission suggests the following as guides in the work.

Lockwood and Thorpe—*Public Speaking Today* (Sanborn)
Shaw—*The Art of Debate* (Allyn)
Shurter—*Oral Engish and Public Speaking for Secondary Schools* (Row)

Modern Literature

There seems to be a real place in the high school English course for work in various types of modern literature. The following submitted texts are good.

(a) DRAMA

Smith—*Short Plays by Representative Authors* (Macmillan)
Webber and Webster—*One-Act Plays* (Houghton)

(b) PROSE

Smith—*What Can Literature Do for Me?* (Doubleday)
Tanner—*Essays and Essay Writing* (Atlantic)
Thomas—*Atlantic Narratives—Second Series* (Atlantic)

(c) POETRY

DeMille—*American Poetry* (Allyn)
Richards—*High Tide,* School Edition (Houghton)
Rittenhouse—*Little Book of Modern Verse* (Houghton)
Rittenhouse—*Second Book of Modern Verse* (Houghton)

THE SOCIAL SCIENCES

OBJECTIVES

The ultimate aim of education is social efficiency. For purposes of clearness and definiteness, social efficiency has been divided by educators into several phases as follows:

1. Vital or health efficiency
2. Civic or citizenship efficiency
3. Vocational efficiency
4. Avocational or leisure efficiency
5. Moral efficiency

These are the objectives of modern education. The social studies relate themselves directly to each of the objectives mentioned above and have as their ultimate aim the social efficiency of the individual. They are designed to present a body of knowledge, inculcate certain habits or attitudes, and develop certain appreciations. These may be itemized as follows:

1. Present facts which are of use to children (later adults) in explaining and interpreting conditions of life about them:
    a. How these became what they are
    b. How they are controlled and directed
    c. How they may be most useful
2. Afford contact with the insistent problems of today
3. Train the pupil to reason from facts and to form conclusions based on them so as to make meaning or mode of operation clear
4. Inculcate the habit of acting on well reasoned conclusions and making correct social responses
5. Train in correct habits of study
6. Aid in fitting the pupil for a wise use of leisure time
7. Help equip the individual for earning a livelihood
8. Inculcate patriotism
9. Provide a foundation for thinking in terms of world events

METHODS

The Recitation

The methods used should be in so far as possible the topical and project methods. Practical type projects that the teacher can use and get ideas from, as to how to organize others, can be found in McMurray, C. A. "How to Organize the Curriculum," 1924, Macmillan. Valuable information on the problem method may also be found in Tryon: "The Teaching of History in Junior and Senior High Schools." Chs. 4 and 5, Ginn & Co.

It is urged that teachers make a definite written lesson plan for each day's work embodying the following points:

1. Assignment; 2. Aim; 3. Procedure; 4. Results.

Good results will be obtained when the teacher begins each day's recitation with a short written quiz on the previous day's work. This should not consume more than ten minutes of a forty-five minute recitation. The short quiz should be followed by the work or recitation on the assignment for the day and the period should be closed with a brief summary of what the assignment has contributed to the general topic or problem. This plan arouses interest on the part of the pupil and gives the teacher a definite basis for grading. It gives a feeling of definiteness and assurance to both pupils and teacher.

How To Study

In all social study courses definite instruction in how to study should be given. There are various helps along this line. The following suggestions have been found helpful:

1. Have a definite time and place to study. 2. Study with a notebook and pencil at hand. 3. Read the lesson assigned for the day in the textbook including all notes and fine print. 4. List in your notebook all of the unfamiliar words, allusions or expressions; later look these up. 5. Study the maps available for places mentioned in the assignment. 6. Outline in your notebook the entire assignment putting in subdivisions to show relations. This may best be done by reading a paragraph and asking yourself, "How is this paragraph related to the chapter heading?". 7. Study the text by your outline and then practice telling it to yourself. Remember that you will be called upon to recite or to let others know what you know. Therefore the practice of "telling" your lesson to yourself is most important. 8. If possible consult some text or reference book other than the one used for class work for additional information or different methods of presentation.

Notebooks

Notebook work in history should not be too formal. The notebook should be kept primarily as an aid for the pupil. In the beginning note taking may be a coöperative effect between teacher and pupil until the pupil has learned how to outline. He should be encouraged to jot down assignments, points to be looked up, outlines, important things to remember, etc. in his notebook. It should be regarded as an aid for the pupil and not an object for display in school exhibits. Neatness should be required, but the painstaking copying of notes has little value.

Current Events

Current events should be studied in connection with all courses in the social studies. History is in the making now as much as at any time in the past and the fact should be emphasized. Current event study is the best means of showing this. Current events shoud be studied for themselves too. Valuable papers for this work are suggested in this outline under "Aids." Pupils should be urged to file for reference their copies of whatever papers they use.

Term Papers

Term papers are of distinct value in the social studies. In the first two years short reports given frequently are desirable. In the last two years a long paper written on some phase of the work of the course is required by many teachers. Detailed directions for teaching pupils how to prepare a term paper may be found in Tryon "The Teaching of History in Junior and Senior High schools." Ch. 7, Ginn & Co.

Library Work

Teachers of the social studies should make an effort to build up a library of their subject matter and should train their pupils in doing effective library work. This training should include familiarity with library indices, card catalogs, atlases, encyclopedias, dictionaries, and reader's guide. Lists of excellent reference books may be found in most of the texts.

Use of Reference Books

There are two reasons that justify the use of reference books: first, to teach the student that in order to get a full and accurate knowledge of any historical topic it is necessary to get the viewpoint of authors other than the one who has written the basal text; secondly, to teach the student how to handle books. To accomplish these results it is necessary for the teacher to be very familiar with the references assigned. Moreover, he should be very specific in his assignment: the subject to be looked for should be clearly stated, and the title of the book with the pages should be indicated. Each member of the class should clearly understand that the report which is being made is not for the benefit of the reporter alone but for the entire class as well. The whole class should be held responsible for each report made.

Dramatization

Dramatization may be used when it is believed that the subject under treatment may be made clear and interesting by its employment. It will be necessary for the teacher to inform himself thoroughly and give assistance to the students who are to take part in the play. Such subjects as "Naturalization of Foreigners," "How Our Laws Are Made," and "Court Procedure" may become interesting when presented in this manner.

Tests and Examinations

One of the outstanding contributions of Educational Psychology in recent years is the objective method of testing the results of teaching. Standard tests for nearly every subject have been devised and others are in the making. Along with these tests have come the new type of tests and examinations: namely, the true-false statements, sentence completion, matching, etc.

It is hardly necessary to justify this new style of examinations, but it is important that it should be used in connection with the teaching of the Social Sciences. Many have gotten good results of giving half of the test or examination with the new type of questions and half with the old essay type. The best results can be obtained by mimeographing all questions. However, it is not at all impracticable to use the new type without the mimeograph.

It has been suggested elsewhere that many lessons should be begun with a written review of the last lesson. The new type of questions is suggested as a quick and satisfactory way in which to conduct these reviews.

COMMUNITY CIVICS

First Year

FIRST SEMESTER

A book review of that excellent biography, The Americanization of Edward Bok, asks: "Who is the real American, the boy born of a long line of American parents who counts on this fact alone to give him privilege in this country, or the boy of foreign parentage, who frankly accepts this country as a land of opportunity and relies on his initiative and integrity for success?" Are we the guardians of America merely because we got here first? Some times we wonder if America as the land of opportunity should not be superseded by America as the land of responsibility. And we wonder not because we want American life to become a more strenuous life, but because the truest patriotism hopes and even demands that America not merely accomplish, but that she may create, and create something that may be lasting and valuable to all, but that is definitely marked American. ·

Do our boys and girls grasp the full significance of the American heritage? Is there distinct American spirit? These questions the course in Community Civics should answer affirmatively. It will answer them affirmatively if the administration of the school can give the pupils an opportunity to take an active part in their school life. The social attitude, the American attitude, should, of course, be the special aim for the teacher of social studies; it should be more—it should be the aim of the school, it should be the characteristic of American schools—fair play, tolerance, service and coöperation are ideals to be emphasized and developed because Community Civics deals with the relation of groups to each other. It helps the boys and girls to know their community, what it does for them, and what they may do for it. And Community means more than the village, or town, or neighborhood. It may be a city, a county, a state, a nation.

Since a place in the social studies has been provided for vocation, and the more definite economic problems in Commercial Geography and problems in democracy, the elements of welfare study will include: (1) health, (2) protection of life and property, (3) recreation, (4) education, (5) civic beauty, (6) migration, (7) charities, 8) correction.

Whatever text may be used certain topics should be studied. These should be as follows:

1. The home; 2. The school; 3. The church; 4. The community; 5. The nation; 6. Health; 7. Security; 8. Beauty; 9. Convenience; 10. Comfort; 11. Coöperation; 12. Description of industry; 13. Vocations; 14. Elements necessary for success in life; 15. Natural resources; 16. Conservation; 17. Labor and capital; 18. Big business; (a) Trust; (b) Coöperation; 19. The relation of government to business; 20. Money and banking; 21. Foreign trade; 22. Needs and forms of government; 23. Government; (a) Local; (b) State; (c) National; 24. Political parties; 25. Taxation; 26. A citizen's rights and duties.

This subject may be approached from another standpoint.

The following is a suggestive list of topics which may be adapted to the use of varying texts:

I. How England began representative government:
  A. Review of story of growth of democracy gained in grammar school "European Background of American History." Include such topics as:
    1. Magna Carta.
    2. Bill of Rights.
    3. Petition of Right.
    4. Revolution of 1688.
    5. Reform bill of 1832.
    6. Reform bill of 1864.
    7. Reform bill of 1884.
    8. Reform bill of 1911, 1915.

II. Life today and two hundred years ago:
  A. How the industrial Revolution changed our life:
    1. Interdependence:
      a. Of one worker on others.
      b. Of one city on others.
      c. Of one nation on others.
      d. Growth of cities.

III. Why we have governments:
  A. Needs.
  B. Forms.

IV. American ideals in government:
  A. Declaration of Independence—ideals—equal rights for all—special privileges for none:
    1. Independence.
  B. Civil and religious liberty.
  C. Rule of majority.
  D. Universal education.
  E. Union.
  F. Freedom of the seas.
  G. Monroe Doctrine.
  H. The Open Door.

V. Our National Government:
  A. As set up by the Constitution.
  B. Political parties and elections:
    1. Who is a citizen? Who may become one? How?
    2. Who may be a voter?
    3. Kinds of ballots.
    4. Our parties.
    5. Nominations.
    6. Campaigns.
    7. Elections.
    8. Initiative—Referendum—Recall.
  C. The president and his cabinet:
    1. The electoral college.
    2. Compared with English cabinet.
    3. Work of cabinet.
  D. How our laws are made:
    1. Congress:
      a. Origin.
      b. Powers.
    2. Committee system.
    3. Process of law-making.
  E. Our courts:
    1. How a court is organized.
    2. Kinds.

Up to E the course has been similar in method to the usual class. The purpose has been to instill and recall American ideals. From here on the pupil is to be introduced more and more to the scientific social method of inquiry and suspended judgment, discussion and active participation. Perhaps there will be some criticism of the delay in taking up this method of study. The reasons for the plan are:

1. It builds into the pupils former experience.

2. In all judging, understanding and measuring one must have standards. Instead of history stories, poems, orations, and immortal documents, ballots, charts, maps, diagrams, visits, and questionnaires become the tools. To resume:

F. Taxes:
  1. Kinds.
  2. Budgets.
  3. The tariff.
  4. Income taxes.
  5. Tax reforms.

G. Interesting features of United States Government:
  1. Unwritten laws.
  2. Amendments to Constitution.
  3. Territories, colonies, protectorates.
  4. District of Columbia.
  5. Impeachment.

VI. Our state government:
  A. Our state and federal governments compared.
  B. Our state officers: Names and careers.
  C. Our state courts:
    1. Follow a civil case proceedings.
    2. Follow a criminal case proceedings.

VII. Subdivisions of state:
  A. Counties.
  B. Towns and townships.

VIII. Cities:
  A. Formation.
  B. Government:
    1. Kinds.
    2. Recent reforms.
  C. Planning of cities.
  D. Water supply.
  E. Lighting.
  F. Cleaning.
  G. Civic beauty.
  H. Safety.

The next topics take up our greatest civic problems. Special attention in the following should be given to development of responsibility, and good judgment in exercise of that responsibility.

IX. Health:
  A. Importance.
  B. Why we must work together to secure it:
    1. Health work in Panama.
    2. Health work in Cuba.

3. Health work in Philippines.
4. Agencies. (See page 22, Bulletin 23, U. S. Bureau of Education.)

C. Improvement in homes:
1. Slums.
2. Home owning.

X. Thrift.

XI. Protection of life and property:
1. Discussion of accidents, fires, floods, injuries.
2. Agencies. (See page 25, Bulletin 23, U. S. Bureau of Education.)

XII. Recreation:
A. Necessity.
B. Provisions for.
C. Playgrounds.
D. Parks:
1. National.
2. City.
E. Libraries.
F. Athletics:
1. Amateur.
2. Professional.
G. Clubs.
H. Theaters.
I. Museums and are galleries.
J. American life as a game.
K. Summer camps.
L. Forms.

XIII. Education:
A. Purpose.
B. How it tries to fill purpose.
C. Public education:
1. Why.
2. Comparison with Europe.
D. Importance in a democracy.

XIV. Immigration and Americanization:
A. Where did we come from?
B. Why do they come?
C. Where do they go?
D. How do they affect our country?
E. Americanization.
F. The yellow man.
G. The Negro.
H. The Indian.

XV. The rural problem:
A. Importance of the country.
B. Unfavorable conditions:
1. How to improve them by:
a. Roads
b. Schools.
c. Better farming methods.
d. Recreation.
e. Better business methods; coöperative marketing.

XVI. Conservation:
  A. Importance.
  B. A national problem.
  C. Methods.

XVII. Social legislation:
  A. Regulation of business.
  B. Factory laws.
  C. Compulsory school attendance.

XVIII. Correction:
  A. Development of ideas concerning treatment of offenders through stages of:
    1. Revenge.
    2. Punishment.
    3. Correction.
    4. Prevention.
  B. Causes of crime.
  C. Treatment of crime.
  D. Juvenile courts.
  E. Settlement work.
  F. Prohibition.

XIX. Charities:
  A. Causes of dependency.
  B. State charities:
    1. Poor relief.
    2. Feeble-minded.
    3. Insane.
  C. Private charities:
    1. United or Associated Charities.

If the class has done its work well there should at least be begun a collection of materials, such as laws and ordinances, reports and documents, maps, specimen forms, plans, models, pictures, charts, graphs. Exhibits may be held that will focus civic attention.

TYPE LESSON PLANS

A. The Open Door.
B. City governments.

Lesson Plan for three lessons on the Open Door.

Purpose: To give the pupils an idea of America's interest in the Orient and of the principles that guide her.

ASSIGNMENT

I. Philippines:

Problem: What kind of Nation did we prove ourselves to be in the Spanish-American War, and what follows?
  A. Why did we become interested in the Philippines?
  B. How did we secure control of them?
  C. What kind of islands are they; situation, industries, people?
  D. What is our policy toward the Philippines?

Special Topics (Three minutes. Speak from notes): The Maine; The Rough Riders; Dewey at Manila; Battle of Santiago; Aguinaldo; Government of the Philippines under Wm. H. Taft.

Maps—Especially state and local (pupils enjoy making maps of their town or city, or country).

Pictures and lantern slides, charts and graphs.

Specimen forms, license receipts, petitions, ballots, naturalization papers.

Laws and ordinances.

Visits—A visit to a civil court and the jail will produce much valuable discussion.

SECOND SEMESTER

The last eighteen weeks, or the second term of the work for the eighth grade may be given to Vocational Civics—a new and very important study for high schools. It is possible to give vocational instruction and guidance in connection with the other subjects of study in the curriculum. English especially lends itself to this arrangement. Some schools, most notable of which is Grand Rapids, Michigan, follow this plan. Notwithstanding the success of this plan in Grand Rapids, there is still a great need for definite vocational civics. It should not be subordinated to any other subject in the curriculum because it fills an evident need.

The purpose of Vocational Civics is twofold:

1. To give an understanding of the fundamental structure of our economic life and develop valuable civic and social ideals, such as fair play, team spirit, fraternity, sympathy and liberty.

2. To give information concerning the vocations of the United States and the immediate community that will help pupils to become happy workers in the world.

In our never-ending attempt to so shape our schools that they meet the needs of our democracy we are coming to a realization of the part vocation plays in life. Especially during the Junior High School period is the desire a growing one, with infinite possibilities for good, and just as infinite possibilities for folly, because if the school does not fulfill this need, the boys and the girls will appropriate other things to fill it. Public education, "a deliberate attempt on the part of the State to mold human beings," to take each his own place in the democracy, is beginning to realize that the composite effect of vocation and fitness in vocation is tremendous. And yet most of our pupils go out of our schools with an appalling lack of conception of our economic life, the phase of life in which we Americans can truly claim distinction, a phase of life that is vital to every one, and that claims the best energies of our lives. For the happiness of the worker, for the soundness of democracy, vocational inspiration and guidance is necessary.

We must remember that a decision for a vocation is vital and generally progressive. For example, one boy has already passed through the circus, the policeman and the street-car conductor steps in his choice of a vocation and is now very much interested in the pitcher! The purpose of the course in vocational civics is not to decide on a vocation for every pupil. The greatest danger in the vocational guidance movement is that it may become paternalistic and hasty. Let the emphasis be put on the last word in the term vocational guidance. Let the last decision be the pupil's when it comes.

There are very good textbooks that enable us to realize our second purpose in giving the course, such as Giles's *Vocational Civics*, and Gowin and Wheatley—*Occupations*. There has not come to our notice any single text that will enable us to accomplish both purposes. The following may be used:

Leavitt and Brown's *Elementary Social Science.*
Macmillan's or Adams's *Description of Industry.*
Henry Holt's and Giles's *Vocational Civics.*

Wherever possible each pupil should buy both, but it may be more practicable to require the pupils to buy one or the other of the two, and buy several copies of the other, say, one-forth as many as there are pupils, and put them in the library or on a shelf in the room with other references and material. Diagrams, charts, scrap-books, and visits to study local industries help here.

The following are suggestive lists of topics. They may be used variously. If the pupils buy Giles's *Vocational Civics,* topics under I will be especially valuable. If they buy Leavitt and Brown's *Elementary Social Science,* II will be helpful in guiding the later work.

I

A. What work is and why we work.
B. How the industrial revolution changed our business life.
C. Factors of production.
D. Money.
E. Credit.
F. Distribution.
G. Unemployment:
    1. Causes.
    2. Significance.
    3. How to get a job.
H. Government and industry.
I. Industries that have been and are very important in the United States:
    1. Agriculture:
        a. In the Colonial period.
        b. The new agriculture.
    2. Shipbuilding:
        a. Early conditions favorable to shipbuilding.
        b. Our commerce today:
            a. Our merchant marine.
            b. Promising field for our commerce; South America; The Orient.
    3. Manufacturing:
        a. Growth.
    4. Transportation:
        a. Part in development of our country.
        b. Our railroads.
        c. Our water transportation.
    5. Meat industries:
        a. Extent.
        b. How carried on.
        c. Our great meat-packing industries.
    6. Mining:
        a. Extent of our minerals.
        b. Coal mining.
        c. Our oil fields:
            a. Standard Oil Company.

7. Banking:
   a. Services.
   b. Bank and the farmer.
8. New Occupations.

II

Outline for Study of Vocations

A. Classification. (Page 11, Harvard Bulletin).

I. Agriculture, Forestry, and Animal Husbandry

Dairyman
Farmer
Farm laborer
Fisherman
Florist
Forester
Fruit grower
Gardener
Lumberman
Nurseryman
Poultry raiser
Stock raiser

II. Extraction of Minerals

Mine operator
Miner
Oil-well operator
Quarryman
Stone cutter

III. Manufacturing and Mechanical Industries

Automobile repairer
Baker
Blacksmith
Boiler maker
Bookbinder
Brassworker
Builder
Butcher
Cabinet maker
Candy factory worker
Canning factory worker
Carpenter
Chemical worker
Clothing cutter
Clothing designer
Clothing factory-worker
Clothing presser
Compositor
Concrete worker
Confectioner
Coppersmith
Cotton-mill operative
Dressmaker
Electric light worker
Electrician
Engraver
Fireman
Flour-mill worker
Foreman
Foundry worker
Furnace worker
Furniture maker
Gasfitter
Glassblower
Goldsmith
Harness worker
Hatter
Hosiery mill operative
Industrial arts worker
Inspector
Ironworker
Jeweler
Jewelry worker
Knitting mill operative
Laborer
Laundry worker
Leather-worker
Linotyper
Lithographer
Machinist
Mason
Manufacturer
Mechanic
Milliner
Modeler
Molder
Packing-house worker
Painter
Paper box maker
Paper hanger
Paper mill worker
Pattern maker
Paymaster
Piano and organ tuner
Plasterer
Plumber
Power machine operator
Pressman
Printer
Proofreader
Publisher
Rolling mill worker
Rubber factory worker
Seamstress
Sheet-metal worker
Shipbuilder
Shipyard worker
Shoeworker
Shoemaker
Shoerepairer
Shop instructor
Silversmith
Slaughter-house worker
Stationary engineer
Steamfitter
Steelworker
Structural iron worker
Tailor
Tanner
Textile mill worker
Tinsmith
Toolmaker
Typesetter
Upholsterer
Watch factory worker
Watchmaker
Woodworker

IV. PROFESSIONAL SERVICE

Accountant
Actor
Architect
Artist
Assayer
Author
Aviator
Chemical engineer
Chemist
Civil engineer
Clergyman
Decorator
Dentist
Designer
Dietitian
Diplomat
Draftsman
Economist
Editor
Educator
Efficiency engineer
Electrical engineer
Explorer
Hydraulic engineer
Illustrator
Inventor
Journalist
Labor manager
Landscape architect
Lawyer
Librarian
Mechanical engineer
Mining engineer
Motion-picture operator
Musician
Nurse
Pharmacist
Philanthropist
Photographer
Physician
Priest
Private secretary
Professor
Reporter
Safety engineer
Sanitary engineer
Scientist
Sculptor
Signpainter
Social worker
Statesman
Statistican
Surgeon
Surveyor
Teacher
Veterinary surgeon
Vocational counselor
Y. M.C. A. secretary
Y. W. C. A. secretary

V. DOMESTIC AND PERSONAL SERVICE

Barber
Bellboy
Bootblack
Caterer
Cook
Hairdresser
Homemaker
Hotel keeper
Household assistant
Housekeeper
Janitor
Launderer
Manicurist
Porter
Restaurant keeper
Servant
Waiter

VI. CLERICAL OCCUPATIONS

Agent
Auditor
Bookkeeper
Bundle boy
Canvasser
Cash boy
Cashier
Correspondent
Filing clerk
Messenger
Office boy
Office clerk
Shipping clerk
Stenographer
Typist

VII. TRANSPORTATION

Baggageman
Boatman
Brakeman
Chauffeur
Conductor
Express agent
Expressman
Fireman
Freight agent
Freight handler
Garage keeper
Guard
Lineman
Livery stableman
Locomotive engineer
Motorman
Porter
Railway mail clerk
Sailor
Shipper
Signalman
Station agent
Street cleaner
Street commissioner
Switchman
Ticket agent
Traffic manager
Truck driver

VIII. TRADE

Advertiser
Advertising man
Auctioneer
Banker
Broker
Buyer
Capitalist
Clerk
Collector
Commission merchant
Comptroller
Copy writer

Corporation secretary
Credit man
Deliveryman
Demonstrator
Doorkeeper
Elevator man
Employment manager
Executor
Executive
Exporter
Financier
Floor manager
Grocer
Importer
Inspector
Insurance agent
Investor
Manager
Meat cutter
Merchandise manager
Merchant
Messenger
Middleman
Newsboy
Partner
President
Promoter
Proprietor
Purchasing agent
Real estate agent
Retailer
Sales agent
Sales manager
Salesman
Saleswoman
Secretary
Stockholder
Stockman
Superintendent
Telegrapher
Telephone operator
Ticket seller
Traffic manager
Traveling salesman
Treasurer
Undertaker
Wholesaler
Window dresser

IX. PUBLIC SERVICE

Constable
Detective
Fireman
Garbageman
Letter carrier
Life-saver
Lighthouse keeper
Mail carrier
Mail clerk
Marine
Policeman
Postal clerk
Postman
Postmaster
Probation officer
Sheriff
Soldier
Truant officer
Watchman

B. Method:

1. Importance:
    - a. To world.
    - b. Number engaged in it.
    - c. Capital invested.
    - d. Future.
2. Advantages.
3. Disadvantages and problems.
4. What can the work offer the worker?
    - a. Health.
    - b. Opportunities.
    - c. Remuneration.
    - d. Hours.
    - e. Relation to employer, fellow workers, community.
5. What must the worker bring to the work?
    - a. Tasks he must do.
    - b. Qualifications demanded.
6. Preparation.
7. Biographies of leaders.

(The Harvard Bulletin "Material for Class in Occupation" is invaluable. In it will be found suggestive lesson plans and other helps such as score cards, record suggestions and outlines.)

It will be well to end the course with a study of the local occupations. This will give an excellent opportunity for a concrete expression in pupil activity that ought to clinch the thing for the pupil. It might take the form of a booklet on the town's industries, with pictures, etc., statistics and information. It might be an exhibit. It might take the form of a public program.

A phase of vocational work that must not be omitted here is testing. Intelligence and vocational tests in our high school work are still in a decidedly experimental stage, and for that reason are all the more interesting to the live teacher. With the development of our social studies program they will undoubtedly take an important place. If the teacher feels that there is between the teacher and the pupils a spirit of frankness and comradeship these tests could be used to determine the interests and needs of the pupils, and valuable information for school records can be secured.

The following is a suggested test that will help in both ways:

1. What kinds of work have you done?
2. For which work have you received pay?
3. What kinds of work do you best like to do?
4. Why do you like them?
5. Which school studies do you like best?
6. What do you like about them?
7. Name in the order of your present preference three occupations you are considering.
8. Why are you considering these occupations?
9. Have you definitely decided on the occupation you named first?
10. How do you intend to prepare for any of these occupations?

It should be borne in mind in using tests that the fundamental purpose of the course is to add to the intelligence and ideals of the pupils so that they may choose, but not necessarily during the time of the course. Avoid any haste in choosing. Let the foundations upon which the choice rests be sure and firm. Parsons's *Choosing a Vocation* will be found especially interesting to the teacher.

The course is a difficult one to teach, but a most interesting one. There are possibilities in it for performing a really great service. The current magazines and newspapers often offer very valuable material. Especiallly is the Open Road making an effort to help in a vocation way. There is a mass of material at hand. Our work is not to find material but to select and classify. Let the following principles guide in the elaboration of the course:

1. Develop in the pupil the habit of questioning and inquiring.
2. Let him realize that he has an important place to fill in our economic life.

BIBLIOGRAPHY

For the teacher:

Material for the Class in Occupations. Bureau of Vocational Guidance—Graduate School of Education—Harvard University.
Aims and Methods of Vocational Guidance—Editorial Review, June, 1921, Volume 62.
Parsons—*Choosing a Vocation*
Brewer—*The Vocational Guidance Movement*
Davis—*Vocational and Moral Guidance*
Hill—*Introduction to Vocational Education*
Vocational Guidance Through the Life Career Class
Bloomfield—*Readings in Vocational Guidance*
Bloomfield—*Youth, School and Vocation*
United States Department of Labor—*Descriptions of Occupations*
Stanford University of California, Bulletin No. 19—*Vocational Information.*
(N. E. A.)—*Vocational Guidance in Secondary Education*

For the Pupils:

Gowin and Wheatley—*Occupations*
Filene—*Careers for Women*
Rollins—*What Can a Young Man Do?*
Hourle and Saltzberg—*The Girl and the Job*
Laselle and Wiley—*Vocation for Girls*
Leavitt and Brown—*Elementary Social Science*
Weaver and Byler—*Profitable Vocations for Boys*

The following are valuable for illustrative material:

Norris—*Heroes of Progress*
Bok—*Americanization of Edward Bok*
Riis—*Making of an American*
Thayer—*Theodore Roosevelt*
Keller—*Story of My Life*
Life of Alice Freeman Palmer
Center—*Worker and His Work*
Smith—*Your Biggest Job—School or Business*
Bogart-Flanagan—*Economic History of United States*
Rochleau—*Great American Industries Series*
  1. Minerals
  2. Products of the soil
  3. Manufacturers
  4. Transportation
Herbertson—*Man and His Work*
Gowin and Wheatley—*Occupations*
Allen—*Advertising as a Vocation*
J. H. Hammond—*The Engineer*
Allen—*Law as a Vocation*

BOOKS FOR THE PUPILS

F. J. Allen—*Advertising as a Vocation*
J. H. Hammond—*Engineer, The*
F. J. Allen—*Law as a Vocation, The*
D. W. and E. W. Weaver—*Medicine as a Profession*
Douglas—*Merchandising*
Rev. C. L. Slattery—*Ministry, The*
A. Seruster—*Opportunities in Aviation*
Ellwood Hendrick—*Opportunities in Chemistry*
Charles M. Horton—*Opportunities in Engineering*
O. D. Dean—*Opportunities in Farming*
Nelson Collins—*Opportunities in Merchant Ships*
J. J. Lee—*Opportunities in Newspaper Work*
E. J. Kilduff—*Private Secretary, The*
William Maxwell—*Salesmanship*
Richard C. Cabot—*Social Work*
Richard C. Cabot—*Training and the Rewards of the Physician*
W. M. Horner—*Training for a Life Insurance Agent*
J. H. Fuedel—*Training for Librarianship*
C. B. Fairchild, Jr.—*Training for the Electric Railway Business*
Don C. Seitz—*Training for the Newspaper Trade*
Gifford Pinchot—*Training of a Forester*

T. G. Soares—*Y. M. C. A. Secretaryship, The*
H. P. Wright—*Young Man and Teaching, The*
S. E. Baldwin—*Young Man and the Law, The*
F. J. Allen—*Business Employments, The*
G. J. Thwing—*Training of Men for the World's Future, The*
N. C. Fowler, Jr.—*Starting in Life*

MODERN EUROPEAN HISTORY

Second Year

FIRST AND SECOND SEMESTERS

Under the plan of High School Reorganization, adopted particularly for high schools of three, four, five and six teachers, the second year's work in history, that is, the work of the ninth grade, will be devoted to Modern European History. This arrangement is suggested for two reasons:

1. Modern European History is the history which most of the high school students will need in their every day reading.

2. So many pupils drop out of the high school during and after the first two years, the course in Modern History is given as being more valuable to such students than the Ancient and Mediæval course.

In the larger high schools with more teachers and more pupils there is no objection to following the order of sequence as follows: A year of Community Civics, a year of Ancient and Mediæval History, a year of Modern History, a year of United States History. In the larger schools provision will be made in the fourth year, or eleventh grade, for problems in American Democracy, for Elementary Economics and Sociology.

Never before has European History been so important as it is at the present time. Problems and conditions in different countries, particularly the countries of Europe, are not only attractive, but of tremendous significance to other nations of the world. The changes which have taken place in the last half century have vitally affected the civilized world. Causes, events and effects of the World War are still vital topics of discussion.

In the study of Modern European History stress should be put upon great movements rather than upon minor historical changes. Emphasis should be placed on social and economic conditions and on social and economic changes as well as upon political changes and conditions. After a brief survey of the period from 1683 to 1789 and of the period from 1789 to 1849, major emphasis should be placed upon the period of Democracy and National Development from about 1850 to 1918.

The period froom 1849 to 1871 may be called the period of National Unity among the nations of Europe and should be understood as furnishing a basis for understanding the events after that time. The parts played by France, Italy, and the Netherlands, Germany and Austria, Russia, and Great Britain, should be clearly developed. The period of expansion and international conflict will have to do particularly with the British Empire, the nations of the far East, China and Japan, particularly Africa and the near East, the great alliances and international conflicts preceding the World War.

It will be impossible to go into detail in tracing the campaigns of the World War, and indeed it is doubtful if such procedure is profitable. It is more profitable to understand the conditions out of which the War grew and the results of it with every possible emphasis upon the necessity of adopting means to prevent war.

The Modern Age begins with the Era of the Reformation and includes the time from the discovery of America in 1492 to the Peace of Wesphalia in 1648. The discussion of the Modern Age will include the following:

Geographical Discoveries and the Beginning of Modern Colonization.
The Beginning of the Reformation.
Spain—her Ascendancy and Relation to the Catholic Reaction.
The Tudors and the English Reformation.
The Revolt of the Netherlands, or the Rise of the Dutch Republic.
The Hugenot Wars in France.
The Thirty Years' War.

The era of the Political Revolution, or the period from the Peace of Westphalia in 1648, to the Treaty of Versailles in 1919. Included in this era are the following:

The Doctrine of the Divine Right of Kings.
France Under Louis XIV.
The Stuarts and the English Revolution.
Russia: Peter the Great.
Prussia: Frederick the Great.
England of the Eighteenth Century.
Austria: Joseph the II.
The French Revolution.
The Consulate and the Napoleonic Empire.
The Congress of Vienna.
France since the Second Restoration.
England from the Battle of Waterloo to the World War.
The Liberation and Unification of Italy.
The Making of the New German Empire.
Russia from the Congress of Vienna to the World War.
The New Industrialism.
The Expansion of England, France, Germany, Russia, and United States in the Nineteenth and early Twentieth Centuries.
Evolution toward World Federation.
The World War.

ANCIENT and MEDIÆVAL HISTORY

Third Year

In the bulletin, High School Reorganization, provision is made for the teaching of Ancient and Mediæval History in the third year. This is the plan suggested for three, four, five and six teacher schools. In the larger schools, as already suggested, it will be permissible to follow a differen sequence, though there is sound reason for teaching Modern History in the second year of high school and Ancient and Mediæval History in the third year.

I ANCIENT HISTORY

The course in ancient History will include the topics and contents found in the State-adopted textbooks on this subject.

The following outline will indicate the general scope of the course:

1. The races and groups of peoples of prehistoric times.
2. The political history and civilization of each of the following nations Egypt, Babylonia, Assyria, Chaldea, The Hebrews, Phœnicans, Hitties, Lydians, Persia, India, China.

3. Greece: The story of the land and the people, including the Greek accounts of prehistoric times; the Ægean civilization; the political and religious institutions of the Greeks, their mythology, language, art and literature.
   Sparta: The Peloponnesian League.
   The Age of Colonization and of Tyrannies.
   Athens: The History of the Athenians.
   Persia and the Persian Wars.
   The Athenian Empire.
   The Age of Pericles.
   The Peloponnesian War; Spartan and Theban Supremacy.
   The Greeks of Western Hellas.
   The Macedonian Empire; Phillip II, and Alexander the Great.
   The Græco-Oriental World from the death of Alexander to Conquest of Greece by the Romans.
   Greek Literature, Sculpture and Painting.
   Greek Literature, Philosophy and Science.
   The Social Life of the Greeks.
   The Story of Italy's Early Inhabitants.
   The Kingdom of Rome.
   The Roman Republic.
   Rome as an Empire.
   The Principate; The Absolute Monarchy.
   The Decline and Fall of the Roman Empire.
   The Social Life, Law, Architecture, Literature of the Romans.
   The Transition Age, including the Barbarian Kingdoms, the Church and its Institutions, the Fusion of Latin and Teuton, the Roman Empire in the East, the Rise of Islam, Charlemagne.

II Mediæval History

The Ancient History course brings the story down to the time of Charlemagne. Mediæval History will include what is generally known as the Dark Ages, or from the fall of Rome to the eleventh century. There will be an overlapping, therefore, of the Ancient and Mediæval accounts. This will serve as a basis for review and also for addition of new material. The period of the Dark Ages should include the following:

The Barbarian Kingdoms.
The Church and its Institutions.
Diffusion of Latin and Teuton.
The Roman Empire in the East.
The Rise of Islam; Charlemagne and the Restoration of the Empire in the West.
The Northmen, or the Coming of the Vikings.

The Age of Revival is the time from the opening of the eleventh century to the discovery of America by Columbus in 1492. Included in this period are the following:

Feudalism and Chivalry.
The Norman Conquest of England.
Papacy and the Empire.
The Crusaders.
The Supremacy of the Papacy and the story of the Decline of its Temporal Power.

Mongolian Conquests and Settlements.
Europe.
Growth of the towns.
The Universities and the School Men.
The Growth of England, France, Spain, Germany, Russia, Italy and the Northern countries with the formation of National Governments and Literatures.

The following outline indicates the scope of the year's work considered as a whole:

1. Prehistoric Times; 2. The Ancient Orient; 3. Greece; 4. Rome; 5. The Middle Ages; a. The Germans; b. The Holy Roman Empire; c. The Northmen and the Normans; d. Feudalism; e. The Byzantine Empire; f. The Arabs and Islam; g. The Crusaders; h. The Mongolian Peoples in Europe to 1453; i. National States During the Middle Ages; 6. Mediæval Civilization.

The following reference books will be found useful:

Clodd—*Story of Primitive Man.*
Brinton—*Races and Peoples.*
Morey—*Ancient Peoples.*
Botsford—*Source Book of Ancient History.*
Breasted—*History of the Ancient Egyptians.*
Seignobos—*History of Ancient Civilization.*
Guerber—*Myths of Greece and Rome.*
Bury—*History of Greece.*
Botsford—*History of Greece.*
Mahaffy—*Rambles and Studies in Greece.*
Homer's—*Iliad and Odyssey.*
Gulick—*Life of the Ancient Greeks.*
Plutarch's Lives.
Mahaffy—*Alexander's Empire.*
Goodspeed—*History of the Ancient World.*
Wheeler—*Alexander the Great.*
Guhl and Koner—*Life of the Greeks and Romans.*
Abbott—*Roman Political Institutions.*
Breasted—*Ancient Times.*
Botsford—*History of Rome.*
Johnson—*Private Life of the Romans.*
Cruttwell—*History of Roman Literature.*
Church—*Beginning of the Middle Ages.*
Omar—*The Dark Ages.*
Gardiner—*Student's History of England.*
Green—*Short History of the English People.*
Hodgkin—*Charles the Great.*
Davis—*Charlemagne.*
Robinson—*Readings in European History.*
Thatcher and Schwill—*Europe in the Middle Ages.*
Ogg—*Source Book of Mediæval History.*
Seignobos—*The Feudal Regime.*
Bryce—*Holy Roman Empire.*
Gray—*The Children's Crusade.*
Cheyney—*A Short History of the English People.*
Lodge—*The Close of the Middle Ages.*
Adams—*Civilization During the Middle Ages.*

Seebohm—*Era of the Protestant Reformation.*
Kostlin—*Life of Luther.*
Creighton—*Age of Elizabeth.*
Harrison—*William the Silent.*
Pepys—*Diary.*
Lowell—*The Eve of the French Revolution.*
Mathews—*French Revolution.*
Stephens—*History of the French Revolution.*
Fyffe—*History of Modern Europe.*
Seignobos—*Political History of Europe Since* 1814.
McCarthy—*History of Our Own Times.*
Phillips—*Modern Europe.*

UNITED STATES HISTORY

Fourth Year

FIRST AND SECOND SEMESTERS

In grade eleven the course is American History. Any text on the State list may be used. The course should start at the beginning of our history and extend down to the present time, with special emphasis upon our development since the Civil War. The preceding course in World History should give just the foundation needed for teaching our relation to other nations.

The chief motive here is the civic one. Hence emphasis should be upon American ideals and institutions. We must be positive in our instruction at this point and teach respect and enthusiasm for the foundation of our democracy. In our teaching of facts of battles, campaigns and heroes, we must not forget the larger principles that have made our Nation what it is: the spirit of liberty and the right to work out one's own destiny, bringing settlers to our shores, voicing its meaning in the Declaration of Independence, asserting it again in the struggle for commercial freedom in 1812, culminating in the emancipation of slaves, and still going on to show its presence in 1898 in the War with Spain, and again in 1917 in the World War. We must teach the safeguards of this liberty—representative government, trial by jury, no taxation without representation, freedom of speech, press, religion and public assembly, habeas corpus, the right of protest and of petition, etc., the rights guaranteed by our Constitution. It is not the framework of our history, the facts and dates that we wish to teach here. They have already been taught. Here rather we should give the soul to the framework, teach the spirit of American history and teach it so that in any time of danger, external or internal, these future citizens will rise to a man to defend any infringement of their free institutions and the rights guaranteed thereby.

Much emphasis should be placed upon the social and industrial development of the United States since 1870. Teach particularly the forces which make for the well-being of our people. Bogart's Economic History of the United States published by Longmans, Green & Co., New York, should be a close supplement to the text used for class work. The financial system of the United States should be studied in detail, from its beginning in the time of Alexander Hamilton down through its various changes to its present administration through the Federal Reserve System. A thorough study of banking, its services to the people, and the citizen's duty toward this institution should be made. An excellent book for reference here is Banking and Business Ethics, by Borden and Hooper, published by Rand, McNally & Co. This should be taught to every eleventh grade history pupil.

The subject of territorial expansion, the great westward movement, should receive careful emphasis; its meaning, its problems, and its results, should be brought out. Along with this should come two other topics closely bound up with this expansion, namely, the development of transportation and the subject of immigration. Before leaving these subjects, pupils should know the types of immigrants coming to our shores in the past and the types coming in now, the problems attending immigration, and give an intelligent opinion as to whether immigration should be restricted or not, with reasons therefor. They should see the close relation between progress and the development of transportation and be alive to the possibilities of the future in this respect.

Our relations with other nations should be stressed particularly, yet we must be careful not to arouse unjustifiable prejudice for or against any particular nation. We must present truly and fairly objectives and motives in so far as possible with present knowledge. The growth of the United States as a world power should be traced up to its present unique position among the nations of the world. Pupils must understand that in entering the World War, America became a participant not merely to protect the lives and property of her citizens, but to prevent the substitution of autocratic institutions for free democratic ones. Pupils should get from this year's work the realization that America is the Nation of great destiny, that it holds this position because of its resources, its democratic institutions, and the integrity of its people, and that it is the part of each individual to "Carry On."

The following outline will indicate the scope of the year's work and the topics which should be emphasized:

1. The Great Migration to America; 2. Colonial Life; a. Agriculture; b. Industry; c. Commerce; d. Home; e. Church; f. School; g. Biography; h. Press; i. Relations with Indians and European Nationalities; j. Relations with the British Government; 3. Conflict and Independence; a. British colonial system; b. Events leading up to the War; c. The American Revolution; d. The results of the war; 4. The U. S. under the Articles of Confederation; 5. Formation of the Constitution; 6. The rise of political parties; 7. The Jeffersonian Republicans in power; 8. The War of 1812; 9. The West and Jacksonian Democracy; 10. The Industrial Revolution; 11. Expansion; a. The Oregon territory; b. Texas; c. Mexican War and expansion to the Pacific; d. Gold in California; e. Utah; 12. The planting system and national politics; a. Slavery—North and South; b. Slavery in national politics; c. The drift of events toward the irrepressive conflict; 13. The Civil War and Reconstruction; 14. The Nation expands; a. The New South; b. The vanishing frontier; c. Public land problems; d. Immigration; e. The age of Science and invention; 15. Domestic issues; a. The currency question; b. The protective tariff and taxation; c. The railways and trusts; d. Minor parties and unrest; e. The sound money battle of 1896; 16. America a World power; a. American foreign relations 1865-1898; Monroe Doctrine Asserted; b. Spanish-American War; c. New possessions; d. The U. S. in the Orient; e. The Panama Canal; f. The U. S. in the Carribean; 17. The spirit of reform in America; a. Political; b. Economical; 18. The Woman Suffrage Movement; 19. Industrial Democracy; a. Rise and growth of organized labor; b. Relations between labor and capital; 20. President Wilson and the World War; 21. The Peace Settlement at Paris; 22. Effects of the War upon U. S.; 23. Policies of the U. S. since the World War.

Reference reading:

Fish—*The Development of American Nationality.* American Book Co.
Publications of the Committee on Public Information—*The War Message and the Facts Behind It.* 10 Jackson Place, Washington, D. C.
Collected Materials for the Study of War. Compiled by Albert E. McKinley. McKinley Publishing Co., Philadelphia.
Fish—*American Diplomacy.* Henry Holt & Co.
Forman—*The American Democracy.* The Century Co.
Zueblin—*American Municipal Progress.* Macmillan.
Foster—*American Diplomacy in the Orient.*
Paxson—*Recent History of the United States.*

Suggested topics for term papers in connection with United States history:

1. Comparison Between Immigrants of Today and Colonial Times.
2. Home Life in Colonial Days.
3. The Leadership of the Churches in Early America.
4. Life of any one of the following:
    a. Benjamin Franklin
    b. George Washington
    c. Thomas Jefferson
    d. Alexander Hamilton
    e. Andrew Jackson
    f. John Marshall
    g. Abraham Lincoln
    h. Jefferson Davis
    i. Robert E. Lee
    j. Theodore Roosevelt
    k. Frances Willard
    l. Susan B. Anthony
    m. William Jennings Bryan
    n. Woodrow Wilson
5. History of Education in North Carolina
6. The Lewis and Clark Expedition
7. The Industrial Revolution in the United States
8. Jacksonian Democracy
9. The Overland Trails
10. The Discovery of Gold in California
11. The Steamboats
12. The Cotton Gin and its Effect
13. The Abolition Movement
14. The Negro Before the Civil War
15. The Negro After the Civil War
16. The Causes of the Civil War
17. Economic Aspects of the Civil War
18. North Carolina's War Governor
19. Foreign Relations During the Civil War
20. Reconstruction in North Carolina
21. The Building of the Transcontinental Railroads
22. The Rise and Growth of Trusts in the United States
23. Origin and Growth of the Civil Service
24. The Development of the West
25. American Irrigation Farming
26. Conservation

27. The Indian Problem
28. The American-Japanese Problem
29. The Granger Movement
30. Free Silver and the Campaign of 1896
31. The United States and the Philippine Islands
32 The Panama Canal
33. The Conservation of Natural Resources
34. Recent Political Reforms in the United States
35. The Woman Suffrage Movement
36. The Federal Reserve System
37. The Rise of Organized Labor
38. The League of Nations
39. The World Court
40. The Monroe Doctrine
41. The Development of National Prohibition

ADVANCED CIVICS, ELEMENTARY ECONOMICS, AND SOCIOLOGY

In the fourth or last year of high school in the larger schools, there should be a course in the problems of American democracy. In order to help solve the problems of modern life we must systematically study them. These problems are civic, social and economic. Therefore the social study of this last year of high school should include principles of civics, sociology and economics. New books treating these phases of American life are coming out constantly. No class should be bound to one text. In this course the great factor is the teacher, who should be a person of great mental poise, clear perception and fair-mindedness. The matter of the textbook might be left to be determined from time to time according to the needs of the class. The following texts are suggested:

CIVICS

Zueblin—*American Municipal Progress.* Macmillan. (Limited in scope of subjects treated, but good. Very interesting reading.)

Foreman—*The American Democracy.* The Century Co. (Good book for use where a single textbook in civics is desired; a little mature.)

Magruder—*American Government in 1921.* (Treatment in outline; very little elaboration or discussion.)

Boynton—*School Civics.* Ginn & Co. (Description of American Government, its development, forms, functions. Gives state and local government, also international law, and a comparative treatment of government in other countries.)

Dansing and Jones—*Government, Its Origin, Growth and Form in the United States.* Silver Burdett & Co. (Brief and very limited in scope, could not well be used alone.)

Bryce—*The American Commonwealth.*

Hughes—*Economic Civics.*

Woodburn and Moran—*The Citizen and the Republic.* Longmans. (Good for references on certain subjects. Best for immature students.)

SOCIOLOGY

Chapin—*Social Economy.* The Century Co. (An introduction to the study of industrial and social history.)

Stewart—*Social Problems.* Allyn & Bacon. (A book of outlines and references.)

ECONOMICS

Bullock—*Elements of Economics.* Silver Burdett & Co.

Tufts—*The Real Business of Living.* Henry Holt & Co. (Good; interesting and readable discussion of principles of Economics.)

Adams—*Description of Industry.* Henry Holt & Co. (Gives the forces that control the business world.)

Burch and Nearing—*Elements of Economics.* Macmillan.

Hughes—*Economic Civics.* Allyn & Bacon. (Rather easy for twelfth grade, but good if pupils have had little training in civics and economics.)

Topics which might be studied in this course are:

1. The slums
2. The sweating system
3. Tenements
4. Individual and social degeneracy
5. Poverty
6. The unemployed and homeless poor
7. Dependent children
8. Immigration
9. The tramp problem
10. Criminal classes
11. Prison reform
12. Institutions of Charities and Corrections
13. The liquor problem
14. The factory system
15. Labor unions
16. The organization of capital
17. Social settlements
18. Private and public charities
19. Religious organizations
20. The juvenile court
21. Industrial education
22. Private and public education
23. Political parties
24. Philanthropy
25. The church
26. Banking and its services

We strongly recommend here that the class use *Banking and Business Ethics*, by Borden and Hooper, published by Rand, McNally & Co.

In teaching these subjects we should point out the opportunities for service in every occupation, calling or profession. We have an opportunity here to teach the personal and civic ideals of the Bible by instructing the pupils in the art of good living today. Use the lives of worthy men and women in connection with this instruction. The tendency, however, toward hero-worship of living national and local heroes should be avoided. Men and women should be given the credit for their good deeds, but they should not be set upon a pedestal for veneration. The emphasis should be always upon the service rendered and the opportunities for service.

SUGGESTED TERM PAPER TOPICS FOR THE COURSE IN PROBLEMS OF AMERICAN DEMOCRACY

1. Profit sharing in the United States
2. Profit sharing in North Carolina
3. Industrial Relations in North Carolina
4. Crime and Correction
5. The Case against Socialism
6. The Negro Problem
7. American Family Life Today and Its Probable Effects
8. The Rural Problem
9. The History of Education in the United States
10. The History of Education in North Carolina
11. State Supervision of Public Schools in North Carolina
12. What the United States is Doing for the Education of the Immigrant
13. Immigrant Communities in the Country
14. The Country Life Movement
15. The Care of Dependents in North Carolina
16. The Junior Republic
17. The Work of Judge Ben Lindsay
18. The Public Schools of North Carolina
19. Municipal Government
20. The Development of the North Carolina Constitution
21. The United States and the League of Nations
22. Should the Monroe Doctrine be Continued as a Part of the Foreign Policy of the United States?
23. The United States and the Protective Tariff
24. Should the United States Own and Control the Coal Mines?
25. The Short Ballot
26. The Federal Reserve System
27. Conservation in the United States
28. The Origin and Growth of Political Parties in the United States
29. The Initiative, Referendum, and Recall

BOOKS ON THE TEACHING OF HISTORY

Hartwell—*The Teaching of History in the High School.* Houghton-Mifflin Company, New York.

Tryon—*The Teaching of History in Junior and Senior High Schools.* Ginn and Company, New York.

The Twenty-Second Year Book of the National Society for the Study of Education. Part II. *The Social Studies in the Elementary and Secondary School.* Public School Publishing Company, Bloomington, Ill.

PARALLEL READING

Parallel reading in historical fiction is of inestimable value in connection with history work. There are many books available. For courses in World History the following list is helpful:

Blackmore, R. D.—*Lorna Doone*
Bulwer-Lytton, Edward—*The Last Days of Pompeii*
Cox, G. W.—*Tales of Ancient Greece*
Dickens, Charles—*Tale of Two Cities*
Eliot, George—*Romola.* Florence in the latter part of the fifteenth century

Hugo, Victor—*Ninety-Three.* Insurrection in La Vendee, 1793; *Notre Dame de Paris.* Paris in the late fifteenth century
Irving, Washington—*The Alhambra*
Kingsley, Charles—*Hypathia*
Westward Ho! Voyages of Elizabethan seamen and the struggle with Spain
Kipling, Rudyard—*Puck of Pook's Hill*
Reade, Charles—*The Cloister and the Hearth.* Eve of the Reformation
Scott, Sir Walter—*The Talisman, Reign of Richard I, Ivanhoe*
Sienkeiwicz, Henry—*With Fire and Sword.* Poland in the seventeenth century
Thackeray, W. M.—*Henry Esmond.* England during the reigns of William III and Queen Anne
Tolstoy (Count), L. N.—*War and Peace*
Wallace, Lew—*Ben Hur.* A tale of the Christ
Waterloo, Stanley—*The Story of Ab.* Prehistoric life

A. Suggested list of parallel work in American history:

Colonial Days:
Canavan, M. J.—*B'en Comee*
Dix, Beulah M.—*The Making of Christopher Ferringham*
Hough, Emerson—*Mississippi Bubble*
Irving, Washington—*A History of New York by Diedrich Knickerbocker*
Johnston, Mary—*To Have and to Hold*
Rayner, Emma—*In Castle and Colony*

Conflict and Independence:
Churchill, Winston—*Richard Carvel*
Thackeray, W. M.—*Henry Esmond, The Crossing*
Cooper, James Fenimore—*The Spy*
Ford, P. Y.—*Janice Meredith*
Mitchell, S. Weir—*Hugh Wynne*
Rives, Hallie E.—*Hearts Courageous*

The Clash of Political Parties:
Allen, James Lane—*The Choir Invisible*
Atherton, Gertrude—*The Conquerer*
Mitchell, S. Weir—*The Red City.* (A sequel to *Hugh Wynne*)

Jeffersonian Republicans:
Bacheller—*Dri and I*
Barnes, James—*Midshipman Farragut*
Melville, Herman—*Moby Dick*

Jacksonian Democracy:
Braden, J. A.—*Far Past the Frontier*
Hough, Emerson—*Fifty-four Forty or Fight*

The Rise of the Industrial System:
Crane, Stephenson—*The Red Badge of Courage*
Dickens, Charles—*Martin Chuzzlewit*
Eggleston, Edward—*The Hoosier Schoolmaster*
Watts, Mary S.—*Nathan Burke*

Political evolution of the South:
Cable, G. W.—*John March, Southerner*
Glasgow, Ellen—*The Voice of the People*
Page, Thomas Nelson—*Red Rock*

Business Enterprise and the Republican Party:
- Bacheller, Irving—*Cricket, Heron*
- Churchill, Winston—*Coniston*
- White, W. Allen—*A Certain Rich Man*

Development of the West:
- Hough, Emerson—*The Girl at the Half Way House*
- Jackson, Hellen Hunt—*Ramona*

The Spirit of Reform in United States:
- Dillon, Mary—*The Leader*
- Hurt, Walter—*The Scarlet Shadow*

Industrial Democracy:
- Poole, Ernest—*The Harbor*

The World War:
- Wells, H. G.—*Mr. Britling Sees It Through*
- Heath—*Webster's Modern European History.* Pp. XXI-XXXII. "Suggestions for further study" will be found exceedingly helpful.

AIDS FOR CURRENT EVENTS STUDY

World News. Published weekly at Washington, D. C., and Columbus, Ohio. Two cents a copy in clubs of 25 or more. One of the best current weeklies for classroom use. It covers thoroughly and well the outstanding news of the day.

Looseleaf Current Topics. Published weekly by Looseleaf Education, Inc., 50 South Third Street, Columbus, Ohio, and 1123 Broadway, New York City. Yearly subscription 80c. Subscription price includes notebook covers, free for each pupil. Good for younger high school pupils where only a part of a recitation period can be given to current events.

REFERENCES

Benezet—*Young People's History of the World War.* Macmillan.

Especially helpful for an arrangement of material on the World War.

Bogart—*Economic History of the United States.* Longmans, Green & Co. Advanced reference book. Valuable for reference to topics in American History and Problems in American Democracy.

Brooks—*Our Dual Government.* Rand, McNally & Co. For reference to North Carolina Government as well as that of the United States.

Latane, J. H.—*The United States and Latin America.* Doubleday Page & Co. A discussion of Political relations with the United States.

McKinley—*Collected Materials for the Study of the World War.* McKinley Publishing Company, Philadelphia.

President Wilson's War Messages. Topical Outlines and other aids for the study of the World War.

Munro—*Government for American Cities.* Macmillan. Advanced reference for Problems in American Democracy.

Paxson—*Recent History of the United States.* Houghton-Mifflin Co. Also *History of the American Frontier* 1763-1893.

Priestly—*The Mexican Nation. A History.* Macmillan Co. From earliest times to the Obregon administration.

Rexford and Carson—*The Constitution of Our Country.* American Book Company. Very clear and helpful explanation of our Constitution and the frame works of our government. Illustrated.

Robinson—*History of the Latin American Nations.* D. Appleton & Co. Thorough treatment and extensive bibliography.

Southworth—*The Common Sense of the Constitution.* Allyn & Bacon. A very valuable aid to the study of the United States Constitution.

Southworth—*What the Old World Gave the New.* Iroquois Publishing Co. Designed for the sixth grade but good for review and reference in connection with World History.

Stewart—*Social Problems.* Allyn and Bacon. A book of outlines and references.

Stuart—*Latin America and the United States.* Century Company. Political relations with the United States.

Turkington—*Helps for the Study of Our Constitution.* Ginn & Co. Splendid explanations, tables and illustrations.

Van Hise—*The Conservation of Natural Resources in the United States.* Macmillan Co. Good for reference in connection with American History and Problems in American Democracy.

Warsaw, J.—*The New Latin America.* Thomas W. Crowell Co. A discussion of present-day conditions—economic, political and social, cultural.

Wilson—*What is Americanism.* Silver, Burdette & Co. Selections from speeches of various great Americans.

MISCELLANEOUS AIDS

Ammarell—*Syllabus for Problems of American Democracy.* McKinley Publishing Company. Gives excellent outlines and bibliographies for the following topics: Private property, capital and labor, transportation, immigration, Americanization, education, conservation, political problems, international relations, crime, poverty, race problem.

Baker—*A Guide to Historical Fiction.*

Bolton—*The History of the Americans.* History 8a-8b, 1924-25, University of California. Syllabus Series No. 168. Deals with the Latin-American republics.

Channing, Hart and Turner—*Guide to the Study and Reading of American History.* Ginn & Co. To be used for references to all topics in connection with American History.

Ferguson, A. H.—*A Study Guide in American History for High School Students,* also for *World History from* 1789-1920. Published by Iroquois Publishing Company, Syracuse, N. Y. A topical arrangement of certain topics of American history and World history.

Hazard and Moore—*The Constitution at a Glance.* Published by Henry B. Hayard, Lock Box 1919, Washington, D. C. Outline analysis with explanitory notes on the United States Constitution.

Hoskins, H. L.—*Guide to Latin American History.* D. C. Health & Co.

Nield, Jonathan—*A Guide to the Best Historical Novels and Tales.*

North Carolina Manual. Published by the North Carolina Historical Commission. Invaluable for reference on points of North Carolina government.

Pierson—*Hispanic-American History,* 1826-1920. Syllabus N. VII. Carnegie Endowment for International Peace, Division of Intercourse and Education, 407 West 117 St., New York City.

Place Names in the European War Zone. Rand, McNally & Co. Self-pronouncing list of names connected with the World War and the work of the Peace Commission.

Stormzard—*American History Teaching and Testing.* Macmillan. An outline for supervised study and scientific testing in American History, based on Beard and Bagley's *The History of the American People.*

The World Almanac. Published by *The World,* New York. Invaluable for general reference.

A SHORT LIST OF REFERENCE BOOKS FOR THE SOCIAL SCIENCES

From the great number of reference books that are usually recommended the inexperienced teacher is at a loss to know which one to select. For this reason, the books in the short list below are recommended as being very good and usable:

CIVICS

1. Willoughby—*Rights and Duties of American Citizenship*
2. Earle—*Home Life in Colonial Days*
3. Beard—*American City Government*
4. Magruder—*American Government*
5. Ernst—*What Shall I Be?*
6. Filene—*Careers for Women*

ANCIENT AND MEDIÆVAL HISTORY

1. G. Maspero—*Ancient Egypt and Assyria*
2. Davis—*Readings in Ancient History.* Volumes I and II
3. Seignobos—*History of Ancient Civilizations*
4. Zimmern—*The Home Life of the Ancient Greeks*
5. Johnson—*Private Life of the Romans*
6. Robinson—*Readings in European History,* Volume I

MODERN HISTORY

1. Robinson and Beard—*Readings in Modern European History,* Vol. II
2. Hayes and Moon—*Modern European History*
3. Adams—*Growth of the French Nation*
4. Greene—*Short History of the English People*
5. Hayes—*Brief History of the Great War*
6. Henderson—*Short History of Germany*

AMERICAN HISTORY

1. Bassett—*Short History of the United States*
2. Elson—*History of the United States of America*
3. Earle—*Home Life in Colonial Days*
4. Fiske—*American Revolution*
5. Wilson—*Division and Reunion*
6. Haworth—*The United States in Our Own Times*

STATE APPROVED TEXTBOOKS

A. CIVICS

Ashley—*The New Civics* (Macmillan)
Dole—*The New American Citizen* (Heath)
Dunn—*Community Civics for City Schools* (Heath)
Dunn—*Community Civics and Rural Life* (Heath)
Foreman—*Advanced Civics* (Century)
Hill—*Community Life and Civic Problems* (Ginn)
Howe—*New Era Civics* (Iroquois)
Hughes—*Textbook in Citizenship* (Allyn)
Magruder—*American Government in 1923* (Allyn)
Mavity and Mavity—*Responsible Citizenship* (Sanborn)

B. ECONOMICS

Borden-Hooper—*Banking and Business Ethics* (Rand)
Jenks and Smith—*We and Our Government* (American Viewpoint Society)
Johnson—*We and Our Work* (American Viewpoint Society)
Lapp—*Economics and the Community* (Century)
Marshall and Lyon—*Our Economic Organization* (Macmillan)
Morgan—*Living and Working Together* (Scribners)

C. HISTORY

European History

Ashley—*Early European Civilization* (Macmillan)
Ashley—*Modern European Civilization* (Macmillan)
Elson—*Modern Times and Living Past* (American)
Morey—*Ancient Peoples* (American)
Robinson and Beard—*History of Europe, Our Own Times* (Ginn)
Robinson and Breasted—*History of Europe, Ancient and Mediaeval* (Ginn)
Robinson, Breasted and Smith—*A General History of Europe* (Ginn)
Webster—*Early European History* (Heath)
Webster—*Modern European History* (Heath)
Webster—*World History* (Heath)
West—*Early Progress* (Allyn)
West—*Modern Progress* (Allyn)
West—*World Progress* (Allyn)

American History

Ashley—*American History* (Macmillan)
Beard and Beard—*History of United States* (Macmillan)
Beard and Bagley—*History of the American People, Revised* (Macmillan)
Burnham and Boyd—*History of United States for Schools* (Winston)
Fite—*History of the United States* (Holt)
Forman—*Forman's Advanced History* (Century)
Hulbert—*United States History* (Doubleday)
James and Sanford—*American History* (Scribners)
Latane—*History of United States* (Allyn)

Stephenson—*An American History* (Ginn)
Thompson—*History of the United States* (Sanborn)
West—*History of the American People* (Allyn)

Four books were submitted in problems of American democracy and government. While these books are rather heavy for high school students, they should be valuable reference works for the larger high schools.

Hughes—*Problems in American Democracy* (Allyn)
Moorehouse and Graham—*American Problems* (Ginn)
Reed—*Forms and Functions of American Government* (World)
Williamson—*Problems in American Democracy* (Heath)

D. GUIDE BOOKS IN HISTORY

A Student's Study-Guide in World History from Rise of Civilization to 1789 (Iroquois)

A student's Study-Guide in World History 1789-1920 (Iroquois)

A Study-Guide in European History (Iroquois), Pennsylvania State Course of Study—1923

A Study-Guide in American History by Arthur H. Furgeson (Iroquois)

LATIN

INTRODUCTORY

This report of the Committee in charge of the revision of the course of study in Latin will, it is hoped, be of practical use to teachers of Latin throughout the State.

It should be understood that much of the report is suggestive only and is not intended to hamper teachers of experience. It was thought necessary, however, to be explicit enough to be of service to teachers who are beginning the teaching of Latin. We trust that such teachers will be able from this report to know that the Committee considers a year's work in Latin for each year of the course.

The Committee has made no attempt to load the course of study with vocabulary-lists. Teachers can easily make their own word lists by reference to Lodge's Vocabulary of High School Latin, published by Teachers' College, Columbia University, New York. Suggestion in regard to teaching vocabulary is made in this report.

Many helpful suggestions as to methods may be found in Part I of the Classical Investigation which may be obtained from the Princeton University Press. That report was made by an able committee. In some instances (for example, the content of the course) its recommendations were backed by so great a weight of expert opinion as to be almost binding. No teacher of Latin can afford to be unfamiliar with the report. The committee has drawn freely from it in outlining this course of study.

In making this course of study the committee has confined its discussion of objectives to those which are immediate. Pages 79 and 80 of the Classical Investigation set forth some immediate and ultimate objectives for the study of Latin.

First Year

The chief immediate objective of the study of Latin is ability to read Latin. If this objective is not attained the first year it will not be attained at all. Certain forms, syntax and words now included in first year Latin can safely be left until the second year and with far better results, for the introduction of the more difficult forms and rules too early in the course cause a total discouragement of the pupil. Failure of the pupil in the first year's work can only mean more hopeless failure in succeeding years. A safe rule is to attempt no more of forms, of syntax, of vocabulary than can be made to function in the experience of the pupil.

FIRST SEMESTER

I. Forms:

1. Nouns of the first and second declension.
2. Adjectives of the first and second declension.
3. Pronouns: quis, ego, tu, is, hic, ille, relative qui.
4. Verbs: The indicative, active and passive of the first, second and fourth conjugations. The indicative of sum and possum. The present active imperative of the first, second, and fourth conjugations and of sum. The present infinitive, active and passive of the first, second, and fourth conjugations. Principal parts of selected verbs of the first and second conjugations.

II. Syntax:

1. Agreement:
    - Verb with subject
    - Adjective with noun
    - Appositive with noun or pronoun
    - Predicate noun or adjective with subject
2. Case uses:
    - Nominative as subject
    - Genitive of possession
    - Dative as indirect object
    - Accusative of direct object
    - Accusative in prepositional phrases
    - Ablative of means
    - Ablative in prepositional phrases, including those with ab, de, ex, cum, and in, expressing separation, place whence, agent, manner, cause, accompaniment, place where
    - Vocative

III. Reading:

Not less than 10 to 15 pages of easy reading, with a view to its relation to the spirit and character of the Romans. Many first year texts give such material. For a complete list of selected readings for this and other terms see the "Classical Investigation," pages 144-151.

IV. Oral Work:

Emphasis should be placed on oral work, especially in the first two years. Translation of sentences with books closed trains the ear to correct sound and the tongue to accurate pronunciation; develops thought-getting through the ear and a feeling for Latin word order; and finally furnishes drill on forms and syntax, and practice in memorizing Latin.

V. The relation of Latin and English words:

Word derivation should not be too formal in the first half year, but pupils should be encouraged to look for English derivatives of many of the words studied.

VI. Vocabulary:

Teachers should make up a list of 250 words which should be thoroughly mastered. The systematic study of vocabulary should begin in the first week of the first year and continue throughout the course. To trust to chance in this matter is an enormous waste. The 2,000 numbered words in Lodge's Vocabulary of High School Latin will serve as a guide to teachers in selecting a minimum vocabulary.

Obviously it will be wise as a general rule to teach the words in the order in which the pupil will actually meet them in his reading. To this general rule there are two exceptions: (1) Compounds and derivatives can generally be most economically learned at the time the simple word is learned; for instance, abutor, which occurs at the beginning of the first Catiline oration, should have been learned the first time the pupil came across the simple word utor; (2) words which, through similarity of form, are likely to be confused, may profitably be learned together, even though one of them may not occur in the pupil's reading for some time; for instance, ager, agger, and aeger; paro, pareo, pario; callidus, and calidus.

A fundamental principle is that vocabulary lessons should be *taught*, not merely *assigned*. The pupil, of course, can by a blind feat of memory unrelieved by intelligence—learn a list of words; but that procedure is wasteful of time and effort. The pupil needs to be taught how to learn words; and that lesson can be intensely interesting to him. Two facts, obvious, but often overlooked, may be mentioned here. One is that words should be learned so as to be a permanent possession—not learned today to be forgotten tomorrow or next week. The other is that the pupils should be urged, whenever he meets an unfamiliar word in his Latin reading, to try to make up its probable meaning (by word-analysis, by English derivatives, or by the context) before he has recourse to a vocabulary or dictionary.

SECOND SEMESTER

I. Forms:

1. Nouns: Third declension including i-stems.
2. Adjectives: Adjectives of the third declension (i-stems and comparatives); irregular adjectives (unus, etc.); ordinal numbers; comparison of regular adjectives and common irregulars.
3. Adverbs: Formation and comparison of the three regular types and the common irregulars, as bene, male, magnopere, multo, parum.
4. Verbs: Third conjugation, including verbs ending in -io, indicative, active and passive. The present passive imperative of the regular conjugations. Present infinitive passive and perfect passive participle of the regular verbs. Principal parts of selected verbs.
5. Cardinal numbers with the declension of duo, tres, and milia.

II. Syntax:

1. Agreement:
    Pronoun with antecedent.
2. Case uses:
    Dative with adjectives denoting likeness, usefulness, fitness, friendliness, nearness and their opposites.
    Dative of possession.
    Accusative as subject of infinitive.
    Accusative of duration or extent.
    Ablative with a comparative; of personal agent; of time; of cause.
    Uses of the locative case.
3. Verb uses:
    Infinitive as in English; infinitive in indirect discourse.

III. Reading:

Not less than 25 pages of connected easy reading of somewhat greater difficulty than that read in the first half year. This may be selected from the first year book or from such reading as suggested on page 145 of the Classical Investigation.

IV. Oral work as in first half year.

V. Work study:

The relation of Latin and English words, showing also how Latin words are formed from prefix, base and suffix.

VI. Vocabulary:

A selected list of 250 additional words should be thoroughly mastered, making a list of about 500 words for the year. See suggestion made for the first half year about learning vocabulary.

Second Year

FIRST SEMESTER

I. Forms:

1. Nouns of the fourth and fifth declension:
   The irregular nouns vis, domus.
2. Pronouns. Review all pronouns assigned for the first year; learn quidams.
3. Verbs: Review the indicative of the regular verbs, of sum, possum; the present infinitives.
   Subjunctive of sum, and subjunctive, active and passive, of all regular verbs
   Infinitive and participles of all regular verbs.
   Conjugation of fero, eo, fio, volo, nolo, malo.
   The gerund.
   Principal parts of selected verbs.

II. Syntax:

1. Case uses:
   Genitive of the whole; description.
   Dative with intransitive verbs; dative with compounds; dative of reference; of agent.
   Ablative absolute.
   Ablative of description; of respect.
   Ablative depending on utor, etc.
2. Verb uses:
   Independent volitive subjunctive.
   Subjunctive of purpose; of result; indirect question; with cum circumstantial, causal, concessive. Sequence of tenses.

III. Reading:

Not less than 40 pages of easy Latin narrative. This material may be taken from first- or second-year books or from a list such as is given on page 146 of the Classical Investigation. It might include Cæsar's Helvetian Campaign, Chapters 1-12, 23-29, of the Gallic War.

IV. Vocabulary:

Continue to teach thoroughly a list of about 250 words as in the preceding half years.

V. Composition:

Continued drill in writing Latin sentences utilizing the vocabulary and syntax studied in this half year.

SECOND SEMESTER

I. Forms:

1. Pronouns: aliquis, quisque, quisquam.
2. Verbs: Deponent verbs of all conjugations.
   Principal parts of selected verbs.

II. Syntax:

1. Case uses:
   Dative of purpose.
   Drill in the use of the ablative absolute and gerundive constructions.
2. Verb uses:
   The subjunctive depending on clauses of fearing; in substantive clauses with ut and ne; in relative clauses of purpose; in clauses of characteristic; in subordinate clauses in indirect discourse. The indicative in temporal clauses with postquam, ubi, ut, etc.; in causal clauses with quod, quoniam. The gerundive.

III. Reading:

An amount of classical Latin equivalent to not less than 35 pages of Teubner text. The following passages from the Gallic War I-VII are suggested: Book II, 1-18; Book III, 13-16; Book IV, 20-38; Book V, 40-49; Book VI, 9-23; Book VII, 1-10, 63-71. For those who wish to vary the content of the work of this term reference to the list of authors suggested on page 149 of the Classical Investigation will give abundant material.

IV. Vocabulary:

Not less than 250 new words to be thoroughly learned. For suggestion as teaching the vocabulary refer to the instructions given for the first half year.

V. Composition:

Sufficient exercises based on principles of syntax studied to give the pupils complete mastery of the indicative mode, the common uses of the subjunctive, of the infinitives and participles, and the gerundive used to express purpose. These exercises should be both oral and written.

VI. Life and Times of Cæsar:

Attention should be given to the civilization and customs of the Gauls, Germans, and Britons; the historical importance of Cæsar and his Gallic campaign; the life of the Roman soldier and the organization of the Roman army. These topics can be brought out by talks and collateral reading.

VII. Geography:

A fine opportunity is offered in the study of the Gallic War to compare Cæsar's campaigns and battle-lines with the battle-lines and campaigns of the World War and thus add to the interest of pupils, as well as to their knowledge of geography.

Third Year

At the very beginning of this course the student should understand that he is reading oratory and not narrative. In order that the transition from Cæsar to Cicero may be less abrupt, early attention should be given to the following: extensive use of pronouns; verbs in first and second person in contrast with the almost exclusive use of the third person in Cæsar; imperatives; and the greater elasticity of word order and the rhetorical devices of oratory.

AIMS

(Copied from the New York Syllabus)

1. Training in citizenship through argumentation and debate; careful study of the structure, especially of the Manillian Law.
2. Training in oratory; study of the means by which a public speaker achieves his effects. Comparison with modern masterpieces.
3. Training in politics and economics; corruption of governmental methods; class struggle; the land question; colonial possessions; exploitation of natural resources.
4. Training in ethical and moral conduct; revolution versus reform; unselfish patriotism versus egotistical aggrandizement; common honesty versus fraud.

CONTENT

The content of this course of study is, with slight modifications, that recommended by the Report of the Classical Investigation, Part I, pages 150 and 151, "60 pages of Teubner text" for the third year and "Not less than 100 pages of Teubner text" for the fourth year. However, inasmuch as this is a substantial reduction in the amount of reading heretofore required, and inasmuch as some of our students are preparing for college with a rigid entrance requirement in Latin, it has been thought wise to suggest a minimum and a maximum content. But the weight of emphasis should fall upon the minimum content for intensive study with a wide reading in English on the subject "bearing on the historical-cultural objectives."

REQUIRED READING

Not less than sixty pages of Teubner text.

Minimum:

In Catilinam I.
In Catilinam III.
De Imperio Pompei.
Pro Archia Poeta.

Maximum:

The minimum requirement with the addition of In Catilinam II or In Verrem (The Plunder of Syracuse) or Selected Letters (as much as 12 pages of the Teubner text).

For a wider range of choice as to authors see page 150 of the Classical Investigation. But, whatever authors may be selected, the pupil should be taught to *read* Latin, not merely to *decipher* it. Incessant practice should be given in learning to *feel* the meaning of the Latin in the Latin order. The extent to which formal, polished translations should be required is a point on which opinions differ. It should never be forgotten that there are two entirely distinct processes involved. One is to grasp the meaning of the Latin; this is necessary all the time, and it is ideally done by reading the Latin in the Latin order without conscious translation. The other is to express that meaning in idiomatic English (which does not mean merely colorless, technically correct English); this task should be set occasionally, but not universally.

STUDY OF CONTENT

- Geography.
  - The Provinces.
    - Roads.
      - Appia Latina.
        - Aurelia (road over which Catiline fled).
          - Flaminia (Mulvian bridge).

Towns:

- Arpinum (Cicero's birthplace).
- Brundisium (port of departure for Greece).
- Faesulae (location of Catiline's camp).
- Forum Aurelium (place where Catiline's body guard awaited him).
- Pompeii (source of information concerning private life of Romans).
- Praeneste (mountain fortress which Catiline hoped to seize).
- Reate (home district of the troops that captured the conspirators).

Forum:

- Rostra.
- Basilica Julia.
- Templum Jovis Maximi Capitolini.
- Templum Vestae.
- Templum Saturni
- Curia.
- Comitium.
- Templum Concordiae.
- Templum Castoris et Pollucis.
- Palitine (Residences of Cicero and Catiline).

Constitution:

1. The three "orders."
2. Senate.
3. Officers.

PARALLEL READINGS

At least two of the following books should be read:

- Abbott—*Roman Political Institutions.*
- Fowler—*Social Life at Rome in the Age of Cicero.*
- Huelson—*The Roman Forum.*
- Johnston—*The Private Life of the Romans.*
- Plutarch's Lives—*Cœsar, Cicero, Antony, Augustus.*
- Church—*Roman Life in the Days of Cicero.*
- Laneiani—*Ancient Rome in the Light of Recent Discoveries.*
- Ferrero—*Ancient Rome and Modern America.*
- Fowler—*Roman Festivals.*
- Boissier—*Cicero and His Friends.*
- Masefield—*The Tragedy of Pompey the Great* (Drama).
- Church—*The Burning of Rome.*
- Putnam—*The Lady.*
- Allison—*Roads from Rome.*

Crawford—*Corleone—A Tale of Sicily.*
Wallace—*Ben Hur.*
Seinkiewicz—*Quo Vadis.*
White—*The Unwilling Vestal.*

The student should make an intensive study of some topic in his reading and present this as a term paper, either in the form of a report to the class or as a contribution to a Cicero scrap-book. The following are suggestive topics:

The Forum.
Early Buildings.
Cicero as an Orator.
The Human Side of Cicero.
Cicero's Country Homes.
Slaves in Rome.
A Typical Roman House.
Government in the Time of Cicero.
Political Parties in Rome.
Consular Elections.
Roman Religion.
Roman Feast Days.
Catiline, the Friend of the Common People.
Roman Roads.

SYNTAX

A review of the principles of syntax found in Cæsar with the addition of the following:

Dative of Reference.
Accusative of Exclamation.
Locative and Vocative Cases.
The Roman Calendar and Methods of expressing dates.
Conditional Sentences.
Subjunctive in independent clauses.
Relative Clauses of Characteristic.
Clauses of Proviso.
Imperative.

VOCABULARY

Two hundred and fifty to 300 new words. These words should be chosen at the beginning of the year with the help of Lodge's Vocabulary of High School Latin (Columbia University Press), and underlined in the text. See suggestions for first half year.

COMPOSITION

The equivalent of one lesson a week throughout the year. Constant practice in translating from English into Latin is indispensable for a mastery of the new principles of syntax and of the Ciceronian vocabulary with its fine shades of meaning.

ILLUSTRATIVE MATERIAL

1. A collection of pictures, charts, etc., from Germany. Send to A. Bruderhausen, 1309 Webster Avenue, New York City, for circular giving description and prices.

2. A limited number of Alinari and Anderson photographs from Italy. Send to A. G. Seiler, 1224 Amsterdam Avenue, New York City, for list giving sizes and prices. The pictures of the Forum are especially good.

Fourth Year

The work of the fourth year, while giving due consideration to forms and syntax, should aim primarily to lead the student to appreciate the Æneid as one of the world's greatest masterpieces of literature. Attention should be given to the sources, purpose, and circumstances of its composition, and to Virgil's influence on the literature of the world. It is essential that the poem be read and felt as a poem, and not regarded as material for drill in construing Latin. Passages of special beauty should be read repeatedly. Attention should be called to the unfaltering greatness of Virgil's style, to his instinct for the right word, to his keen dramatic sense (as shown especially in the second, fourth and sixth books), to his loftiness of thought, and to his spiritual kinship with Christianity; and the pupils should be made, as far as possible, to see and feel these things themselves.

Passages to be memorized: Book I, lines 461-462; Book II, lines 48-49; 324-325, 354; Book IV, 700-705; Book VI, 126, 847-853. Tennyson's Ode to Virgil.

PROSODY

The student should be able to read dactylic hexameter fluently and to understand the following terms: arsis, caesura, dactyl, diaeresis, elision, hexameter, hiatus, ictus, spondee.

Grammatical Terms and Figures of Speech:

The student should understand the meaning and application of the following:

1. Grammatical terms:
    - Anastrophe
    - Archaism
    - Asyndeton
    - hendiadys
    - hysteron proteron
    - tmesis
    - zeugma
2. Rhetorical figures:
    - alliteration
    - anaphora
    - aposiopesis
    - chiasmus
    - metaphor
    - simile
    - metonomy
    - onomatopoeia
    - personification

Study of Forms peculiar to Virgil:

1. In nouns:
    - Genitive Singular -ai for -ae
    - Genitive Plural -um for -arum, -orum, -uum.
    - Dative Singular -u for -ui

In Greek Nouns:
  First Declension nouns in -e (fem), -es (mas), -is (mas)
  Second Declension nouns in -os, -eus (accusative -ea)
  Third Declension nouns (a) in es (genitive singular -i) -is, ys; (b) with nominative plural (in -es) accusative singular in -a and accusative plural in -as

2. In pronouns:
   olli for illi
   ollis for illis
   quis for quibus
3. In verbs:
   Present Infinitive Passive: -ier for -i
   Imperfect Indicative of fourth conjugation: -ebat, -ebant for -iebat, -iebant
   Perfect Indicative third person plural: -ere and -erunt
   Forms of perfects and pluperfects without -is (s) or -sis; for example traxe for trax -iss -e

Syntax common to Virgil rare in Cæsar and Cicero:

1. Genitive (a) with Adjectives, (b) with verbs of remembering and forgetting, (c) with miseret, paenitet, pudet, etc.
2. Dative (a) of direction and limit of motion, for *ad* or *in* with accusative, (b) of agency for *a* or *ab* with ablative with any passive form of a verb, (c) with verbs of mingling, contending, etc.
3. Accusative (a) of limit of motion where prose would require *ad* or *in* with accusative, (b) of specification, (c) as object with passive forms used like Greek middle voice, (d) adverbial.
4. Ablative (a) of place in, on, from without a preposition, (b) of comparison, (c) of price, (d) of manner without modifier.
5. Imperative (or subjunctive) with ne to express prohibition where prose would use noli with the infinitive.
6. Subjunctive (a) hortatory (b) second person jussive, (c) optative, (d) of obligation.
7. Clauses with velut si, quasi, etc.
8. Infinitive (a) with adjectives and nouns and with many verbs that do not take the infinitive in prose, (b) historical, (c) purpose, (d) of exclamation.
9. Supine in u.
10. Use of plural of nouns in the sense of the singular.

VOCABULARY STUDY

Four to five hundred new words, based on Lodge's Vocabulary. See vocabulary suggestions for the first half year.

COMPOSITION

Though prose composition is usually considered optional in the fourth year, we suggest that this work be continued through this year. Under the subject of Composition in the general suggestions given below are some ideas which should stimulate the thoughtful teacher.

Parallel Reading

The following is a list of books suggested for pupils:

Benjamin—*Troy, Its Legend, History, and Literature*
Glover—*Virgil*
F. J. Miller—*Two Dramatizations from Virgil*
Comparetti—*Virgil in the Middle Ages* (Translated by Benecke)
The Trojan Woman of Euripides—Translated by G. Murray
Gayley—*Classic Myths*
Fowler—*Religious Experiences of the Roman People*
Champney—*The Romance of Imperial Rome*
Wiseman—*Fabiola*
G. Code—*When the Fates Decree*
New International Encyclopedia—*Epic Poetry*
Tennyson—*Oenone, Ulysses, To Virgil*
Hawthorne—*The Marble Faun*
Bangs—*A House-Boat on the Styx*
Baikie—*Sea Kings of Crete*

The required amount should be one handbook of mythology, such as Guerber's or Gayley's, and one book of literary criticism, such as Glover's *Virgil* or Sellar's *Roman Poets of the Augustan Age: Virgil.* There should be a term paper based on an intensive study of some phase of this reading. The following topics are suggested:

Epic Poetry
Virgil's Debt to Homer
Character of Æneas
Figures of Speech in the Æneid
Visions and Dreams in the Æneid
Virgil as a Nature Poet
Striking Scenes in the Æneid
Fatalism in the Æneid
Elysium and Hades as the Romans Thought about Them
Virgil in the Middle Ages
Virgil's Influence on Literature in General

Illustrative Material

Inexpesive sets of pictures for the Æneid may be procured from Thompson Publishing Company, Syracuse, N. Y., and from the University Prints, Newton, Mass. There should be at least one set for the classroom, and as many additional as the students can buy for their individual ownership.

General Suggestions

Syntax—The immediate objective of a knowledge of syntax is a clear understanding of the exact meaning and force of the passages read. It will be well, as far as practicable, to take up the various mood constructions in the order of their occurrence in the reading, and to explain them in advance as part of the lesson assignment. Advantage should be taken of the fact that some of the finest English literature (including the Authorized Version of the Bible) makes abundant use of Latin syntax. Such expressions as "The Son of Man hath not where to lay His head," and "Forasmuch as He had not to pay," are exact parallels to Cicero's *Habes ubi ostentes.* The English writers were apparently thinking in Latin while they were writing

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There is need of care to prevent the syntactical work from becoming too technical. The important thing about a Latin case or mood construction is not the technical name (which at best is merely a matter of convenience) but the force. In other words, the important question for the pupil to answer is not, What is the name given to this construction in your grammar? but, What difference does this construction make to the meaning of the sentence?

Composition—Composition is an unsolved problem in the high school Latin course. In the practice of writing in any language, the immediate objective is the satisfaction that attends increased power of self-expression. This natural and powerful motivation is usually ignored in the high school Latin course —presumably because teachers feel that, with the limited amount of time available, there is little chance of attaining much skill in writing Latin. The result is that, in most high schools, so-called Latin composition has drifted into an uninteresting drill in syntactical rules. The English sentences set for translation into Latin are usually disconnected, devoid of interest, and phrased in a style that is utterly foreign to the pupil.

There is need of a very different type of material for translation into Latin. The passages should be connected, the subject-matter should be within the range of the pupil's interest, and the style should be nearer to his own style. The sentences must be simple and easy, and, as a rule, short; but, even with these limitations, the passages can be made interesting; no sin would be committed if they were amusing. If Cicero's letters are read in the third year, the composition assignments might be in the form of letters; and these letters should deal with matters of immediate interest to the pupils—school problems, for instance. Pupils work hardest when they are most interested. There are cases on record where pupils have actually asked for matter of that kind. It is almost criminal malpractice to ignore such a request. The fear sometimes expressed, that this type of material would not sufficiently illustrate the rules of Latin syntax, is, of course, without foundation in fact.

Even in the first year, with the very severe limitations of vocabulary, inflections and syntax, it is possible to introduce a considerable amount of interest into the passages for translation into Latin. In the second year the possibilities are greatly increased. In the third year the pupil ought to be able to find a good deal of pleasure in his efforts to write a Latin letter, especially if he is reading epistolary Latin. In the fourth year, when the amount of required reading is as much as five or six books of the Æneid, there will hardly be time for much composition.

Two things are essential. The English set for translation into Latin should be idiomatic English; and the Latin version required should be idiomatic Latin. The translation thus becomes a transfer of thought rather than of isolated words. Early in the game the pupil discovers that a literal translation is impossible, and in his efforts to find an appropriate Latin idiom he picks up a considerable knowledge of Latin syntax.

Translation at Sight—In this connection we merely quote a paragraph from the Report of the Classical Investigation, Part I, page 191, and urge all teachers who would improve the speed and quality of translation to consider the importance of this:

"We recommend that practice in comprehending Latin at sight be included in the work of *every* recitation. Ninety-seven per cent of the teachers filling out the general questionnaire indicated their belief that sight translation should be made a regular part of the work, and the majority of these teachers expressed the opinion that from one-fifth to one-fourth of the class time should be devoted to this type of work. It is evident from the report given by fourth-year pupils who answered the question of content and method that classroom practice in many schools needs to be improved in this respect. Thirteen per cent of these pupils report that they have never received training in the methods of attack upon the advance assignment through reading at sight in class; nineteen per cent report that they have received this training 'sometimes'; thirty-seven per cent once or twice a week, and only about thirty per cent stated that they received this training as often as three times a week."

List of Books Recommended for Teachers

We have made no attempt to offer a comprehensive list of books for teachers, but have submitted a very small list of books with which all teachers of Latin should be familiar:

Game, J. B.—*The Teaching of High School Latin.* Chicago University Press, 1916.

Greenough, J. B. and Kittredge, G. L.—*Words and Their Ways in English Speech.* Macmillan, 1901.

Byrne, L. E.—*Syntax of High School Latin.* Chicago University Press, 1918.

Hale, W. G.—*The Art of Reading Latin.* Mentzer, Burk & Company, 1887.

Lodge, Gonzalez—*Vocabulary of High School Latin.* Columbia University Press, 1909.

Paxon, Susan—*Handbook of Latin Clubs.* Heath, 1916.

Report of the Committee of Ten on Secondary School Subjects published for the National Education Association by the American Book Company, 1894, pages 70-72.

Sabin, F. E.—*The Relation of Latin to Practical Life.* Secured from the author, Madison, Wis., 1916.

Tolman, H. C.—*The Art of Translating.* Sanborn, 1901.

Classical Periodicals.

Classical Journal. University of Chicago Press, Chicago, Ill. $2.50.

Classical Weekly. Charles Knapp, editor. Barnard College, New York, N. Y., $2.00.

Latin Notes. Frances E. Sabin, editor, Madison, Wis. $0.50.

Lists of books and much material for the aid of Teachers of Latin can be secured at small cost from the Service Bureau for Classical Teachers, Teachers' College, Columbia University, New York City. Send for catalogue of materials.

MODERN LANGUAGES

FRENCH

Purpose of Language Instruction

Leaving aside the secondary aims of language instruction, there are three principal objects which may be kept in view: A speaking knowledge, a writing knowledge, and a reading knowledge.

If the needs of the students are considered, the first of these aims can hardly be admitted as the fundamental object of the instruction. Students cannot learn to speak a foreign language with fluency in the time allowed for language study. If they could, they would know more than many of their teachers. In any case, if the object could be obtained, it would still be scarcely worth while. Not one student in a hundred will ever have need or occasion to speak a word in a tongue other than his own. The accomplishment itself is not of a high grade and the attempt to attain it often results in wasted effort.

The second possible aim, ability to write the language, must be discarded as a principal minimum objective for similar reasons. Very few students will ever have need to correspond in any tongue except their own.

The last aim is, to a certain degree, attainable even under the conditions that now prevail, and has most justification from a purely educational and cultural standpoint.

If reading knowledge should be the principal minimum aim of the instruction, the problem still remains as to how to attain this end, taking into account the teachers who at present have no common purpose, no common training, no uniform experience, and no specific guide to follow.

It is hoped that a more detailed outline of a French course, such as is given here, will help to give a common understanding of the task, and will do much to remedy the present confusion about the teaching of French in the high school.

Pronunciation

Since the principal object of high school language study is to attain a certain degree of ability to read the foreign language, pronunciation can only be a secondary aim. But even a slight acquaintance with a foreign language demands some idea of its sound, and this knowledge must be imparted as a preliminary to the study.

The student should be taught the general rules for:

1. Tongue position.
2. Phonetic syllabication.
3. Word and phrase group stress.
4. Liaison.
5. Pronounciation of final consonants.

He should know the usual pronunciation of the following letters:

a
à
â
é
è

ê
e
i
y
o close

o open
ô
u
c
ç

g
x
j
w
h

And of the following digraphs and combinations of sounds:

ei
ai
au
oi
eau
aux
ou
eu
an
am
en
em
in
im
ain
aim
ein
on
un
um
eun
gu
qu
ch
sc
th
gn
ill (medial)
eil
tion
eux
euse
ui
tie
tiel
eille

And, as a test to verify the minimum attainment, he should be able to give the pronunciation of a list of words similar to the following:

âge
ami
dame
père
tête
reine
vrai
de
le
donne
finir
sibyl
école
mauvais
oie
tôt
au
aux
beau
ou
peur
peu
sur
du
grand
champ
dent
temps
fin
simple
main
sein
bon
un
parfum
jeun
gueux
quatre
chose
science
thé
mignon
famille
pareil
nation
heureux
heureuse
tuile
calvitie
essentiel
bouteille

The acquirement implied in this test should represent a minimum standard for passing and the passing grade should guarantee the attainment. Whatever the teacher may obtain further by effort and initiative in improving accent and knowledge of this vast subject, may be considered as that much gained. A minimum requirement must of necessity be kept low.

Grammar

The study of grammar is not an end in itself and should be made to serve the main purpose of acquiring a reading knowledge of the language. The construction of French is so similar to that of English that this branch of study should be comparatively simple. The chief difficulty is with the inflected forms of the language, which must be understood in order to insure accurate reading. Idiomatic differences in the manner of expression, such as "How do you *go*?" for "How do you *do*?", are much less important, since they are not generalized but occur in thousands of individual variations that no one can ever know completely and that can be explained as they occur in connection with the reading. But the small group of inflected forms, especially the pronouns, occur in almost every line, and on the basis of frequency of occurrence are by far the most important words in the language. In the traditional grammar methods some of the exercises stress inflected forms, some idiomatic expressions, some simply vocabulary, but the majority of exercises mix together all these separate elements to make a complicated problem in the form of a sentence for translation. The teacher should realize the varying importance of the elements involved—how, for instance, the pronoun "it" may be a thousand times more important than the most frequently occurring nouns in the language. The guide as to the importance of words and phrases must be the frequency of occurrence.

Since certain classes of words, like the pronouns, are of such vast importance they should be known well enough to be reproduced in translation from English to French. The writing of exercises may give practice in the use of these words, insure their acquirement, and offer a secondary educational advantage of training in verbal precision.

The student should know very thoroughly:

1. The rules for agreement.
2. The forms of:
    - *a.* definite and indefinite articles, and contractions.
    - *b.* possessive adjective and pronouns.
    - *c.* demonstrative adjectives and pronouns.
    - *d.* interrogative adjectives and pronouns.
    - *e.* relative pronouns, *qui*, *que*, and *dont*.
    - *f.* conjunctive pronouns—subject, direct, indirect, and reflexive.
    - *g.* disjunctive pronouns.
3. Inflection and comparison of adjectives and adverbs.
4. Use of the tenses of the indicative, the present subjunctive, and the imperative. The formation of compound tenses. Position of conjunctive objects. Agreement of past participle. Tense sequence in conditional sentences.
5. Partitive expressions. Use of article with general noun.
6. Forms of negation.

The extent of knowledge of the above required as a minimum attainment may be implied by ability to translate sentences or phrases similar to the following:

1. The book, a book, one book, some books, the books. 2. A pen, the pen, the pens, some pens, one pen, another pen, the other pen, the other pens. 3. Of the book, to the book, of the books, to the books, of the pens, to the pens, some books, some pens. 4. This book—this one; that book—that one; these books—these; those books—those; this pen—this one; those pens—those; this other book; this other pen. 5. My book—mine; my books; my pen—mine; my pens; my other pen; his book; his pen; his pens; her book; her pen; her pens;—(and so on with other possessive adjectives and pronouns.) 6. Which book? what book?—which one? what one? what ones? Which pen? which pens?—which ones? which one? which? 7. The book which is here. The books which I have. The book of which I speak. The pen which is here. The pens of which I speak. 8. I, you, he, she, we, you, they. 9. I am, you are, he is, we are, you are, they are. 10. With me, with you, with him, with them, with us. 11. I give it *(mas.)*; I give it *(fem.)*; I give them. 12. I give to him, I give to her, I give to you, I give to them. 13. He gives to me; she gives to us. 14. He gives it to me; I give it to him; they give them to them; they give some to us. 15. He does not give it to me; she does not give them any. 16. He has given it to her; she has not given them to us. 17. The little book; the little books; the little pen; the little pens. 18. The smallest pen; the smallest book; a book as small as this one. 19. She comes; she used to come; she was coming; she is coming; she has come; she came; if she came; although she may come; although she comes; when she comes; I

wish that she would come; it is necessary that she should come; come; let him come; let them come. 20. She has not come; she will never come; he has nothing; I am speaking to no one; I have only two of them.

Verbs

The irregular verbs are among the most important words in the language. The single verb *vouloir*, for instance, may occur more times than all the verbs of the third regular conjugation put together. Because of the arrangement of the grammars and lack of drill exercises, the irregular verbs are often neglected. *Venir* is hundreds of times more important than a regular verb like *aduler* or the idiomatic phrase "What time is it?'

The attainment test under this heading is ability to recognize all forms and to reproduce all except the past definite and past subjunctive, of the following verbs:

1. Model verbs of regular conjugations.
2. *Avoir, être, aller, dormir, mourir, ouvrir, tenir, boire, connaître, craindre, dire, écrire, faire, lire, mettre, prendre, rire, suivre vaincre, vendre, vivre, recevoir, devoir, asseoir, falloir, pleuvoir, pouvoir, savior, valoir, voir,* and *vouloir.*

Idiomatic Expressions

The number of idioms in any language is almost infinite and the grammars usually present only a random choice. The teacher must use judgment in determining whether the particular idiom is difficult to understand when it appears in a reading text, and, in case it is apt to give difficulty, how often it may occur. In using the traditional grammars for exercise material great care is necessary not to confuse the essential and important with a mass of detail. It would seem preferable on the whole to consider idioms only as they occur in connection with the reading, since each idiom represents a special case and is therefore not subject to generalization or systematic treatment.

Vocabulary

The grammars in most frequent use at present make little attempt to classify and organize the study of individual words. There is therefore no advantage of mixing vocabulary study as such with study of inflection and special construction, and great disadvantage in mixing all together, i.e., in not isolating each particular problem. The usual translation sentence is a complicated puzzle involving so many different tests that the student has little opportunity to concentrate on any one vital point. It would seem better, as far as possible, to make vocabulary a special problem in connection with reading and take up new words as they occur in the reading texts.

After two years of high school French a student should be able to give the meanings of about 60 per cent of the words that appear in the following lists (taken largely from the New York University Bulletin):

Adverbs—Conjunctions:

d'abord, ainsi, assez, au-dessous, au-dessus, aujourd'hui, aussitôt que, autrefois, avant que, beaucoup, debout, dehors, déjà, demain, depuis que, encore, enfin, ensuite, environ, ici, jamais, jusqu'à ce que là, longtemps, lorsque, mais, bon marché, mieux, à moins que, au moins, ne . . . aucun, non, ou, où, partout, nulle part, pendant que, peu, pis, plus, ni

. . . non plus, plutôt, point, pourtant, pourvu que, près, quand, depuis quand, quoique, rien, sans que, si, sitôt, de la sorte, de sorte que, surtout, tandis que, tant, tard, tôt, toujours, pas du tout, tout à coup, tout à l'heure, tout de suite, toutefois.

Adjectives:

grand, petit, long, court, bref, épais, large, étroit, proche, lointain, haut, bas, profond, droit, gauche, rond, lent, premier, dernier, vieux, neuf, nouveau, jeune, mort, malade, frais, fatigué, gros, fort, faible, froid, chaud, léger, lourd, facile, difficile, doux, plein, vide, juste, cher, beau, joli, laid, demi, pauvre, noir, blond, brun, propre, sale, blanc, gris, bleu, rouge, jaune, vert, sage, bête, fou, tranquille, paresseux, bon, aimable, gentil, mauvais, méchant, content, heureux, malheureux, gai, triste, vrai, faux, ennuyeux, nu, fier, égal, étrange, étranger, aure, même, véritable, sûr, ouvert, fermé, seul, prêt, fâché, affreux, pressé, paisible, utile.

Nouns:

L'Univers: Le monde, la terre, le soleil, la lune, l'étoile, *(f)*, le ciel, le nuage, la lumière, Dieu.
La Terre: l'eau *(f)*, la mer, le lac, le bord, la rive, le vent, la pluie, le mont, la montagne, la forêt, la ville, la campagne, l'endroit *(m)*.
Noms Géographiques: l'Angleterre, l'Allemagne, l'Espagne, la Suisse.
Le Temps: le temps, la neige, le froid, la chaleur, l'an, l'année, le mois, la semaine, le jour, l'heure, le printemps, l'été, l'hiver, le siècle, le matin, le midi, le soir, la nuit, la fête, la fois.
L'Homme: la femme, l'enfant, le vieillard, le garçon, la fille une jeune fille, le monsieur, la dame, l'ami, les gens, la foule.
Le Corps Humain: Le corps, l'âme, l'esprit, la tête, l'œil, l'oreille, le nez, la lèvre, la dent, la langue, le front, la joue, la figure, les cheveux, le cou, l'épaule, le dos, le côté, le bras, la jambe, la main, le pied, le doigt, le genou, la peau, le sang, l'os, le cœur.
Vêtements: les vêtements, les habits, le soulier, le chapeau, le gant, l'épingle, la montre, la poche, la laine, la soie, le parapluie, le trou.
Ailments: le repas, le déjeuner, la viande, le bœuf, le poulet, le pain, le beurre, le fromage, le fruit, le gâteau, le sucre, le vin, le blé, le légume, la pomme de terre, la pomme, la poire, la cerise, la prune, la pèche, la fraise.
La Famille: les parents, le père, la mère, le frère, la sœur, la tante, le neveu, le mari.
Métiers—Professions—Titres: le maître, l'ouvrier, le boulanger, le tailleur, l'hôte, le marchand, le paysan, le berger, la bonne, le garçon le cuisinier, le cocher, le facteur, l'écrivain, le médecin, l'élève, le curé, l'evêque, l'Église, l'État, la guerre, la paix, le soldat, le fusil, l'épée, le roi.

Ville—Campagne: les habitants, la rue, le chemin, la route, la place, le bateau, le point, le champ, le jardin, la cour.
Édifices: l'édifice, la maison, la gare, le marché, l'école, la bibliothèque.
La Maison, le mur, la cave, l'étage, le plancher, le plafond, le toit, la pierre, le bois, la cheminée, l'escalier, la marche, la porte, la fenêtre, le coin, la chambre, la salle, le salon, la cuisine, la clef, le tapis, le meuble, la chaise, le fauteuil, le tableau, le siège, le banc, l'oreiller, le lit, la couverture, la serviette, l'assiette, la fourchette, le couteau, la cuillère, la tasse, le verre, la bouteille, la lumière, le feu, le savon, le clou, l'allumette, l'aguille, l'épingle, le fil, la chose.
École—Enseignement: la pension, l'élève, le pupicre, le tableau, le crayon, l'encre, la langue, l'histoire, le livre, la ligne, la phrase, le mot, le titre, la fin, le milieu, le cahier, la plume, le papier, la leçon, l'exercice, la règle, l'examen, la lecture, le résumé, le roman, le conte, le chanson, le journal, le timbreposte, la carte postale, le jeu.
La Grammaire: le devoir, la raison, le principe, le sens, le son, la voyelle, la consonne.
Voyage: le chemin de fer, le billet, la malle, l'argent, l'or.
La Nature: le loup, le chien, le cheval, l'âne, la vache, le bœuf, le nid, lœuf, la poule, le canard, le poisson, la mouche, I'abeille, l'arbre, l'herbe, la feuille, le bois, l'ombre, la fleur, le sable, le fer, l'acier.

Verbs:

envoyer, courir, couvrir, mourir, offrir, souffrir, dormir, mentir, partir, sentir, servir, sortir, tenir, venir, apercevoir, s'asseoir, devoir, falloir, pleuvoir, pouvoir, savoir, voir, vouloir, boire, battre, croire, dire, écrire, faire, lire, mettre, naitre, paraître, craindre, prendre, rire, suivre, vaincre, vivre, conduire, accompagner, acheter ,ajouter, appeler, apporter, avaler, baigner, bâtir, brosser, cacher, casser, changer, chanter, chercher, choisir, commencer, compter, corriger, coucher, couper, coûter, crier, déchirer, dédaigner, déjeuner, demander, demeurer, se dépêcher, donner, douter, écouter, effacer, ennuyer, envoyer, épargner, espérer, essayer, .expliquer fâcher, fermer, finir, goûter, grandir, habiller, habiter, ignorer, jeter, jouer, laisser, laver, lever, manger, neiger, obéir, ordonner, oser, oublier, parler, peigner, penser, perdre, pleurer, porter, promener, punir, rappeler, regarder, rentrer, renvoyer, rester, réussir, rêver, réveiller, rompre, rougir, sauver, sembler, signer, songer, sonner, souhaiter, souligner, soupirer, sucrer, tâcher, travailler, veiller, vendre.

Reading

The amount of reading done is of less importance than the accuracy with which it is done. The first line of almost any text will involve the use of the words of greatest frequency of occurrence, namely, the articles. The first paragraph will include a good share of the commoner pronouns, adjectives, and prepositions and some of the principal verbs. In twenty-five pages of almost any text nearly all .the essentials of grammar are involved, and in a hundred pages a fairly good reading vocabulary. The number of pages read, therefore, is of slight importance; but thoroughness implies economy of effort, (as, for instance, in avoiding the necessity of searching many times for the same word as it reoccurs) and has a further pedagogical advantage in teaching how to read accurately. The choice of text is not so important from the language standpoint, since the commonest words and expressions will occur in all. But if a book be assigned for careful study it should be of a quality to repay serious effort. A book that appeals to a superficial or childish interest, however pleasant for casual diversion, may be very dull on careful study and frequent rereading. But in this matter the teacher should be the judge. The usual prescription of two hundred pages for two years' work should be sufficient.

The test under this heading is ability to answer pertinent questions bearing upon the meaning of a paragraph of simple, untechnical French not previously studied.

The programme which has been outlined represents a minimum that should be obtainable by experienced and inexperienced teachers alike. It names what should be studied and to what extent. It implies a minimum standard of attainment which, if enforced, would form a basis for further work in the colleges. At present no such clearly defined basis exists, since it is difficult to find any common ground among a group of students coming from high school.

In many schools it may be possible to accomplish much more than has been outlined. In the extra time the students may profit by the teacher's individual ability or ingenuity. In so controversial a field it would be fatal to require all to follow a rigorous rule. But it is highly proper to indicate a common ground to be covered and a common minimum attainment to be secured by whatever method the teacher may choose. Likewise, in specifying the general aim of the instruction—or at least the minimum aim—there is no infringement on the teacher's liberty to give oral work and to develop any secondary aims she may think important.

Suggestions to Increase Attractiveness of Work

In answer to the question as to how the work could be made more attractive, a number of suggestions were received from the four hundred teachers to whom a questionnaire was sent. Only two points, however, were especially stressed—the need for more oral work, and for better preparation of teachers. The other suggestions involved for the most part the use of certain pedagogical machinery in which there is at present an almost universal faith. Some of the suggestions were songs, crossword puzzles, plays, games, pictures, letters, phonetics, clubs, native speakers, etymology, elective courses, newspapers, etc.

SPANISH

AIMS OF LANGUAGE INSTRUCTION

In answer to the question, "What should be the aims of Modern Language instruction in the high school?" the teachers of Spanish replied as follows:

> ability to read; to broaden the student's mental horizon; to speak the language; knowledge of Grammar; to interest the student to continue the study of the language; to understand simple spoken Spanish; to enlarge the vocabulary; to write the language.

The first aim, viz.; ability to read, is the most important.

In regard to making the work in Spanish more attractive and its utility better understood, the following were suggested: Spanish clubs; use of Spanish newspapers; regalia, songs, poems, lectures, oral work.

FIRST YEAR

In view of the fact that at times an attempt is made to cover too much ground in elementary language work, it is recommended, in order to stress quality rather than quantity of work, that the work of the first year of high school Spanish should be interpreted to mean only one-half to three-fifths of the work as outlined in a standard Spanish Grammar, such as those approved for use in the high schools of the State. These texts are:

1. Combination Method

Coester—*A Spanish Grammar* (Ginn)
Crawford—*First Book in Spanish* (Macmillan)
De Vitis—*Brief Spanish Grammar* (Allyn)
Espinosa and Allen—*Elementary Spanish Grammar* (American)
Fuentes and Francois—*Practical Spanish Grammar* (Macmillan)
Hills and Ford—*First Spanish Course* (Heath)
Shapiro—*Beginner's Spanish Grammar* (University of N. C. Press)

2. Direct Method

Dorado—*Primeras Lecciones de Espanol* (Ginn)
Espinoza and Allen—*Beginning Spanish* (American)
Hall—*Poco a Poco* (World)
Hall—*All Spanish Method, Book I* (World)
Hall—*All Spanish Method, Book II* (World)
Marion and Des Garennes—*Introduction a la Lengue Castellana* (Heath)

Ordinarily this will include: Thorough drill on pronunciation from the outset and insistence on correct pronunciation throughout the year; the formation of the plural of articles, nouns, and adjectives; contractions of *de* and *a* with the article; possessive, descriptive, and demonstrative adjectives, formation of the feminine, comparison of adjectives, cardinal numerals; pronouns used as subjejct, direct and indirect object of a verb, their position in regard to the verb, forms used as object of a preposition; regular verbs in the indicative (present, imperfect, future, conditional, preterite, perfect, and pluperfect), the distinction between *ser* and *estar*, reflexives and passives, the present tense of *tener, haber, dar, querer, poder, ir, ver, poner.*

Detailed study of the subjunctive and practice in the use of it is not recommended until the second year, although in the use of some grammars it may be found necessary to introduce the subjunctive to some extent. The use of the subjunctive as imperative, however, is almost necessary in class instruction.

Practice in dictation should be frequent so that students will readily understand Spanish words *spoken in groups*. In this connection it should be made clear that the written accent is an essential feature of Spanish spelling.

For reading, 75 to 125 pages from any of the following texts is recommended, with insistence on the use of idiomatic English in translation:

Dorado—*Primeras lecturas en español* (Ginn)
Harrison—*Elementary Spanish Reader* (Ginn)
Roessler and Remy—*First Spanish Reader* (American)
Walsh—*Primero libro de lectura* (Heath)
Wilkins—*Beginners' Spanish Reader* (Holt)
Wilkins and Luria—*Lecturas faciles* (Silver, Burdett)

All these books appear in the North Carolina List of Approved High School Textbooks.

SECOND YEAR

At the beginning of the second year the grammar work of the first year should be carefully reviewed to be certain that the student has a complete mastery of the points of grammar mentioned above. The pronounciation especially should be reviewed and stressed through the year. Practice in dictation should be continued throughout the second year and the student made acquainted with more extended groups of words.[1] After the review of the grammar work covered in the first year the rest of the grammar should be taken up, the rules carefully explained with frequent drill, and at the end of the year an extensive review of the whole grammar is advisable.[2]

The reading of not less than 125 pages from the following texts is recommended:

Asensi—*Victoria y otros cuentos* (Heath)
Bransby—*A Spanish Reader* (Heath)
Carrion Aza—*Garagüeta* (Sanborn)
Gorostiza—*Contigo pan* (Macmillan)
Harrison—*Intermediate Spanish Reader* (Ginn)
Hatheway and Bergé-Soler—*Easy Spanish Reader* (Macmillan)
Henry—*Easy Spanish Plays* (Allyn)
Isaacs—*María* (Ginn)
Luquiens—*Elementary Spanish American Reader* (Macmillan)
Valera—*El Pájaro Verde*

These books have also been selected from the Approved List. For testing and rounding out the student's vocabulary, the use of Merás y Roth's *Pequeño Vocabulario* (Heath) is recommended.

In this connection careful rather than extensive reading is expected, so that the student will see and understand the difference between Spanish and English sentence structure, the use of idioms, the use of the Spanish reflexive where the English calls for the passive, the use of the double negative, the use and meanings of *por* and *para*, inverted order ("Posible es, sin embargo, que, etc.") and in general the passages which illustrate the points already covered in the grammar work.

Upon entering college the student with two years of high school preparation will be expected to be thoroughly familiar with the following essentials:

1. Nouns
    - Formation of the plural
    - Gender
2. Adjectives
    - Classes
        - Demonstrative
        - Possessive
        - Descriptive

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[1] The attention of Spanish teachers is called to an article in *Hispania* (Vol. VII, November, 1924, pp. 298-309) which deals extensively with the matter of words spoken in groups.

[2] It is unwise to do more than briefly explain the future subjunctive and preterite perfect (*llegado que hubo*), as the time can be better spent on more essential details.

- Numerals
- Articles (Forms, contractions, uses)
- Agreement
- Formation of the feminine
- Formation of the plural
- Apocopation
- Position
- Comparison
- Translation of *than* after a comparative

3. Adverbs
    - Formation
    - Comparison
    - Position
4. Pronouns
    - Subject of a verb
    - Direct object
    - Indirect object
    - Position in the sentence
    - Object of a preposition
    - Possessive
    - Reflexive, position
    - Demonstrative
    - Relative
    - Interrogative
    - Indefinite
5. Verbs
    - Regular verbs
    - Radical changing verbs
    - Orthographical changing verbs
        - -car -guir
        - -gar -quir
        - -ger, gir -uar, -iar
        - -cer, -cir -zar
    - Reflexive verbs
    - The following irregular verbs: *tener, haber, ser, estar, andar, ir, venir, ver, oir, valer, hacer, decir, dar, poder, querer, saber, salir, poner, caer, traer.*
    - The simple tenses of the indicative
        - Present, imperfect, preterite (uses), future, conditional
    - The compound tenses of the indicative
        - Perfect, pluperfect
    - The passive voice
    - The subjunctive (except future subjunctive)
        - Its uses
6. The use of the personal object *a*
7. Use of *pero, mas*, and *sino*
8. The most common idiomatic constructions: Especially *volver a, haber de, tener, frío, hacer frío*, etc., *hay viento*, etc., *hay que*, expressions of time, *acabar de, acabar por, qustar a, tener que.*

Remarks

Two of the suggestions in this course perhaps need further elucidation—the pronunciation of individual words and of words spoken in groups. Certain sounds in Spanish present greater difficulty than others, and to these should be given more attention than to those which more nearly approximate English. The following, for example, need detailed, description of the tongue position involved and frequent practice in accuracy:

ai	b, v
e, open and close	d
ei	r, rr
o, open and close	ll
	ñ
	j

In passing from these sounds to words, the student will need to know the principles of syllabication and the effect of open and close syllables. In explaining the pronunciation of groups of words the following should be emphasized: Breath groups, sense groups, the loss of contiguous vowels (le he dicho, *ledicho*), and of consonants (con nosotros, *conosotros*). For an extensive treatment of pronunciation the teacher is referred to Navarro Tomás, *Manual de pronunciación española;* Moreno Lacalle, *Elements of Spanish Pronounciation,* (Scribners); and Navarro-Espinosa, *Primer of Spanish Pronounciation,* (Sanborn).

GERMAN

Aim of Instruction

At the end of the elementary course in German the pupil should be able to read at sight, and to translate a passage of very easy dialogue or narrative prose, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar, as defined below.

FIRST YEAR

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read. During each year at least six German poems should be committed to memory.

SECOND YEAR

During the second year the work should comprise:

1. The reading of from 150 to 200 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.
3. Continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his or her knowledge with facility in the formation of sentences, and secondly, to state his or her knowledge correctly in the technical language of grammar.

The State approved books are as follows:

Methods

Grammars:

1. COMBINATION METHOD

Bacon—*New German Grammar for Beginners* (Allyn)
Bagster-Collins—*First Book in German* (Macmillan)
Bierwirth—*Beginning German* (Holt)
Collar—*First-Year German* (Ginn)
Harris—*German Lessons* (Heath)
Wesselhoeft—*Elementary German Grammar* (Heath)

2. DIRECT METHOD

Betz and Pride—*First German Book* (American)
Crandon—*Ein Anfangsbuch* (World)
Spanhoofd—*Lehrbuch der Deutschen Sprache* (Heath)

Composition (Second and Third Years):

Bacon—*German Composition* (Allyn)
Pope—*German Composition* (Holt)

Literature (First Year):

Bacon-Vorwaerts—*A German Reader for Beginners* (Allyn)
Bierwirth and Herrick—*Ahrenlese* (Heath)
Gerstaecker—*Germelhausen* (Allyn)
Gronow—*Fur Kleine Leute* (Ginn)
Guerber—*Marchen und Erzahlungen, Part I* (Heath)
Roessler—*First German Reader* (American)
Storm—*Immense* (Allyn)

Second Year:

Foster—*Geschichten und Marchen* (Heath)
Freytag—*Die Journalisten* (Manly) (Allyn)
Goethe—*Hermann und Dorothea* (Roller) (Allyn)
Guerber—*Marchen und Erzahlungen, Part II* (Heath)
Heyse—*L'Arrabiata* (Allyn)
Schiller—*Der Neffe Als Onkel* (Allyn)
Schiller—*Wilhelm Tell* (Allyn)

MATHEMATICS

AIMS OF INSTRUCTION

It has been customary in discussing the aims of mathematical instruction to distinguish three classes of aims: (1) Practical or utilitarian; (2) disciplinary; (3) cultural; and such a classification is indeed a convenient one. It should be kept clearly in mind, however, that the three classes mentioned are not mutually exclusive, and that convenience of discussion rather than logical necessity often assigns a given aim to one or the other of the classes. Indeed, any truly disciplinary aim is practical, and in a broad sense the same is true of cultural aims.

Practical Aims. By a practical or utilitarian aim, in the narrower sense, we mean then the immediate or direct usefulness in life of a fact, method or process in mathematics.

1. The immediate and undisputed utility of the fundamental processes of arithmetic in the life of every individual demands our first attention. The first instruction in these processes, it is true, falls outside the period of instruction which we are considering. By the end of the sixth grade the child should be able to carry out the four fundamental operations with integers and with common and decimal fractions accurately, and with a fair degree of speed. This goal can be reached in all schools—as it is being reached in many—if the work is done under properly qualified teachers and if drill is confined to the simpler cases which alone are of importance in the practical life of the great majority. Accuracy and facility in numerical computation are of such vital importance, however, to every individual, that effective drill in this subject should be continued throughout the secondary school period, not in general as a separate topic, but in connection with the numerical problems arising in other work. In this numerical work, besides accuracy and speed, the following aims are of the greatest importance:

a. A progressive increase in the pupil's understanding of the nature of the fundamental operations, and power to apply them in new situations. The fundamental laws of algebra are a potent influence in this direction.

b. Exercise of common sense and judgment in computing from approximate data, familiarity with the effect of small errors in measurements, the determination of the number of figures to be used in computing and to be retained in the result, and the like.

c. The development of self-reliance in the handling of numerical problems, through the consistent use of checks on all numerical work.

2. Of almost equal importance to every educated person is an understanding of the language of algebra and the ability to use this language intelligently and readily in the expression of such simple quantitative relations as occur in every-day life, and in the normal reading of the educated person.

Appreciation of the significance of formulas and ability to work out simple problems by setting up and solving the necessary equations must nowadays be included among the minimum requirements of any program of universal education.

3. The development of the ability to understand and to use such elementary algebraic methods involves a study of the fundamental laws of algebra and at least a certain minimum of drill in algebraic technique, which, when prop-

erly taught, will furnish the foundation for an understanding of the significance of the processes of arithmetic already referred to. The essence of algebra as distinguished from arithmetic lies in the fact that algebra concerns itself with the operations upon numbers in general, while arithmetic confines itself to operations on particular numbers.

4. The ability to understand and interpret correctly graphical representations of various kinds, such as nowadays abound in popular discussions of current scientific, social, industrial, and political problems will also be recognized as one of the necessary aims in the education of every individual. This applies to the representation of statistical data, which is becoming increasingly important in the consideration of our daily problems, as well as to the representation and understanding of various sorts of dependence of one variable quantity upon another.

5. Finally, among the practical aims to be served by the study of mathematics should be listed familiarity with the geometric forms common in nature, industry, and life; the elementary properties and relations of these forms, including their mensuration; the development of space-perception; and the exercise of spatial imagination. This involves acquaintance with such fundamental ideas as congruence and similarity, and with such fundamental facts as those concerning the sum of the angles of a triangle, the pythagorean proposition and the areas and volumes of the common geometric forms.

Among directly practical aims should also be included the acquisition of the ideas and concepts in terms of which the quantitative thinking of the world is done, and of ability to think clearly in terms of those concepts. It seems more convenient, however, to discuss this aim in connection with the disciplinary aims.

Disciplinary Aims—We would include here those aims which relate to mental training, as distinguished from the acquisition of certain specific skills discussed in the preceding section. Such training involves the development of certain more or less general characteristics and the formation of certain mental habits which, besides being directly applicable in the setting in which they are developed or formed, are expected to operate also in more or less closely related fields—that is, to "transfer" to other situations.

The subject of the transfer of training has for a number of years been a very controversial one. Only recently has there been any evidence of agreement among the body of educational psychologists. It is sufficient for our present purpose to call attention to the fact that most psychologists have abandoned two extreme positions as to transfer of training. The first asserted that a pupil trained to reason well in geometry would thereby be trained to reason equally well in any other subject; the second denied the possibility of any transfer, and hence the possibility of any general mental training. That the effects of training do transfer from one field of learning to another is now, however, recognized. The amount of transfer in any given case depends upon a number of conditions. If these conditions are favorable, there may be considerable transfer, but in any case the amount of transfer is difficult to measure. Training in connection with certain attitudes, ideals, and ideas is almost universally admitted by psychologists to have general value. It may, therefore, be said that, with proper restrictions, general mental discipline is a valid aim in education.

The aims which we are discussing are so important in the restricted domain of quantitative and spatial (i.e., mathematical or partly mathematical) thinking which every educated individual is called upon to perform that we do not need for the sake of our argument to raise the question as to the extent to transfer to less mathematical situations.

In formulating the disciplinary aims of the study of mathematics the following should be mentioned:

1. The acquisition, in precise form, of those ideas or concepts in terms of which the quantitative thinking of the world is done. Among these ideas and concepts may be mentioned ratio and measurement (length, areas, volumes, weights, velocities, and rates in general, etc.), proportionality and similarity, positive and negative numbers, and the dependence of one quantity upon another.

2. The development of ability to think clearly in terms of such ideas and concepts. This ability involves training in—

a. Analysis of a complex situation into simpler parts. This includes the recognition of essential factors and the rejection of the irrelevant.

b. The recognition of logical relations between interdependent factors and the understanding and, if possible, the expressions of such relations in precise form.

c. Generalization; that is, the discovery, and formulation of a general law and an understanding of its properties and applications.

3. The aquisition of mental habits and attitudes which will make the above training effective in the life of the individual. Among such habitual reactions are the following: A seeking for relations and their precise expression; an attitude of inquiry; a desire to understand, to get to the bottom of a situation; concentration and persistence; a love for precision, accuracy, thoroughness, and clearness, and a distaste for vagueness and incompleteness; a desire for orderly and logical organization as an aid to understanding and memory.

4. Many, if not all, of these disciplinary aims are included in the broad sense of the idea of relationship or dependence—in what the mathematician in his technical vocabulary refers to as a "function" of one or more variables. Training in "functional thinking," that is, thinking in terms of relationships, is one of the most fundamental disciplinary aims of the teaching of mathematics.

Cultural Aims—By cultural aims we mean those somewhat less tangible but none the less real and important intellectual, ethical, esthetic or spiritual aims that are involved in the development of appreciation and insight and the formation of ideals of perfection. As will be at once apparent, the realization of some of these aims must await the later stages of instruction, but some of them may and should operate at the very beginning.

More specifically we may mention the development or acquisition of—

1. Appreciation of beauty in the geometrical forms of nature, art, and industry.

2. Ideals of perfection as to logical structure; precision of statement and of thought; logical reasoning (as exemplified in the geometric demonstration); discrimination between the true and the false, etc.

3. Appreciation of the power of mathematics—of what Byron expressively called "the power of thought, the magic of the mind"—and the role that mathematics and abstract thinking, in general, has played in the development of civilization, particularly in science, in industry, and in philosophy. In this connection mention should be made of the religious effect, in the broad sense, which the study of the permanence of laws in mathematics and of the infinite tends to establish.

The primary purposes of the teaching of mathematics should be to develop those powers of understanding and of analyzing relations of quantity and of space which are necessary to an insight into and control over our environment and to an appreciation of the progress of civilization in its various aspects, and to develop those habits of thought and of action which will make these powers effective in the life of the individual—*Bulletin No. 32, 1921, The Reorganization of Mathematics in Secondary Education.*

THE CLASSROOM

High schools which promote by subject rather than by grade—and this should include all of them—should have a separate classroom for every field of instruction offered. Instead of the traditional practice of teachers changing classrooms at the end of each recitation period the pupils should change. Where such a system prevails there is no needless duplication in classroom equipment. On the other hand, each room may be supplied with those materials which are necessary for the teaching of any particular subject. At any rate, there should be in every high school a classroom of the laboratory type designed and equipped especially for the teaching of Mathematics, and in this room or in other such rooms all of the Mathematics should be taught. It should contain at least 150 square feet of good blackboard (slate, if possible), eighteen yard and meter sticks, a supply of rulers with handles, one dozen each of wooden protractors and compasses, T squares, thumb tacks, bulletin board, mathematics periodicals, one subscribed to and another edited by classes, drawing paper, graph paper, colored crayons, scissors, all kinds of pasteboard triangles and polygons (made by pupils), lumber for board feet exercises, blank forms of checks, deposit slips, drafts, notes, mortgages, bonds, insurance policies, and financial statements.

SUGGESTIONS ON IMPROVED METHODS

1. Lesson assignments and the teaching method should be suited to the individual differences of the pupils.
2. Each new topic taken up in any branch of Mathematics should be made to tie up as nearly as possible with life situations; i.e., illustrate percentage in Arithmetic with a baseball player's batting average.
3. In introducing new subject matter the teacher should assist the pupils in separating the known from the unknown.
4. Pupils should be taught the need of applying previous exercises and theorems to the one they are working.
5. Pupils should be taught to interpret and check results for each solution.
6. Continued classroom drill on the fundamental theorems, formulae, and tables should be practiced.
7. Economical methods should be stressed.
8. In assigning next day's lesson enough explanation of it should be given in order for the pupils to be able to attack it successfully.
9. Have many mental processes but little recording.
10. Operate on the principle that "Nothing succeeds like success."
11. Examination questions should not be ranked equally unless they are of equal difficulty—analysis showing the number of steps in the solution of each will reveal the relative difficulty.
12. Standard tests should be used when needed. The following Geometry tests are suggested:

Rogers's *Prognostic* Test—forecasts probability of success in Geometry. (address Dr. Rogers, Goucher College, Baltimore, Md.)

Minnick's *Diagnostic* Test—determines where the individual weaknesses are. (address Dr. J. H. Minnick, University of Pa., Harrisburg)

Sanford-Schorling *Achievement* Test—gives educational age. (address Mr. Raleigh Schorling, Lincoln School, Col. Uni., N. Y. City)

Thirstone Vocational Guidance Test (the Geometery part). (address World Book Co., Yonkers, N. Y.)

Algebra Tests

Diagnostic—Rugg-Clark Test. (address World Book Co., Yonkers, N. Y.)

Achievements: Holtz First Year Algebra Scales. (address World Book Co., Yonkers, N. Y.)

BOOKS AND MAGAZINES

Teachers of high school mathematics can get much value from the following books:

Young, J. W. A.—*The Teaching of Mathematics* (Longmans, Green & Co.)

Schultze, Arthur—*The Teaching of Mathematics in Secondary Schools* (The Macmillan Co.)

Otis, Arthur S.—*The Statistical Method* (World Book Co., Yonkers, N. Y.)

Judd, Charles H.—*The Psychology of High School Subjects, Ch's I-VI.* (Ginn & Co.)

Bureau of Education, Bulletin 1921, No. 32. (10c)

The Reorganization of Mathematics in Secondary Education. Address Supt. of Documents, Washington, D. C.

Mathematics Teacher (8 Mo's each year, $2.00, includes membership in National Council of Teachers of Mathematics) Address J. A. Foberg, State Department of Public Instruction, Harrisburg, Pa.

THE SUBJECT MATTER

All courses in high school Mathematics should be constructed on principles of social worth and disciplinary value. Several textbooks now in use have not been so organized. Such topics as synthetic division, extracting cube roots of polynomials and the memorization of countless impractical formulae should be entirely abandoned. No material should be taught which cannot be defended either on a basis of social worth or on the probability of relatively worth-while thought power.

OUTLINE BY YEARS

First Year

FIRST SEMESTER: ARITHMETIC

The following topics should be taken up week by week as indicated below with the approximate length of time to be devoted to the subjects as suggested. In some cases it will be wise to use a greater or lesser amoun of time on any given topic than is here suggested.

Week	*Topic*
1	Drill in the reading and writing of figures and numbers
2	Review Addition
3	Review Subtraction
4	Review Multiplication
5	Review Division
6	Study all four fundamentals in their relationhip to eacl other, giving considerable drill work in fractions. Poin out by example the great similarity of these fundamentals
7-9	Percentage, Thrift, and Investment.

10-11	Mercantile Arithmetic
12	Corporation Arithmetic
13-14	Arithmetic of the Bank
15	Study of the Reviews found at the end of the various chapters or give additional problems according to the pupils' needs.
16	General review of problems selected from various texts and examination

Teachers should require pupils to keep notebooks in which a few problems, under each topic should be definitely outlined under the headings *given*, *find*, and *solution*.

SECOND SEMESTER: BEGINNER'S ALGEBRA

Week	*Topic*
1-3	Introduction Literal Numbers Postive and Negative Numbers.
4-5	Addition and Subtraction of Algebraic Expressions at least eight or ten original problems should be solved by the pupil during this period.
6-7	Parenthesis Eight original problems Review addition, subtraction, and parenthesis
8-10	Multiplication Fifteen or more original problems
11-16	Division Special Products and Factoring Final Review Examination

Second Year

FIRST SEMESTER: ALGEBRA

Week	*Topic*
1-2	Review First Year Algebra
3-5	Fractions
6	Ratio, Proportion, and Formula
7-8	Simple Equations and Graphical Representation
9-11	Simultaneous Linear Equations
12-14	Powers and Roots
15-16	Review and Examination

SECOND SEMESTER: ALGEBRA

Week	*Topic*
1-4	Exponents and Radicals
5-11	Quadratic Equations
12-13	Review Through Quadratics
14	Binomial Theorem
15-16	Review and Examination

Third Year

FIRST SEMESTER: PLANE GEOMETRY

The pupil's knowledge of Algebra should be brought to bear upon the work in Geometry. Ample time should be taken to introduce the pupil to the subject of Geometry. This is time well spent. Propositions I, II, and III should be treated thoroughly and their applications made. The remainder of the first semester's work will include the propositions of Books I and II.

SECOND SEMESTER

This semester's work will include Book III, Proportion and Similar Polygons; Book IV, The Areas of Polygons; and Book V, Regular Polygons and Circles

Fourth Year

FIRST SEMESTER

It may be advisable in some instances to take up Solid Geometry. If so, the work should include the usual theories and constructions, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders and cones, the sphere and the spherical triangle. Emphasis should be placed upon the demonstration of original propositions. Numerous problems should be solved until the student acquires facility in this work. Local problems should be emphasized. Stress should be placed upon the application of principles to the measurement of surfaces and solids.

SECOND SEMESTER: ADVANCED ALGEBRA

The work of this semester would include permutations and combinations limited to simple cases. Complex numbers with graphical representation of sums and differences. Determinants, chiefly of the second, third, and fourth orders, including the use of minors and the solution of linear equations, numerical equations of higher degree, and so much of the theory of equations, the graphical methods, as is necessary for their treatment, including Descartes's Rule of Signs, and Horner's Methods, but not Sturm's Functions or Multiple Roots.

STATE LIST OF APPROVED MATHEMATICS TEXTBOOKS

A. Algebra

Baker—*A First Book in Algebra* (Appleton)
Durell and Arnold—*A Course in Algebra* (Merrill)
Durell and Arnold—*A First Book in Algebra* (Merrill)
Durell and Arnold—*A Second Book in Algebra* (Merrill)
Edgerton and Carpenter—*A First Course in Algebra* (Allyn)
Milne—*Standard Algebra, Revised* (American)
Milne—*First Year Algebra* (American)
Milne—*Second Course in Algebra* (American)
Newell and Harper—*A Year in Algebra* (Row)
Newell and Harper—*Second Course in Algebra* (Row)
Newell and Harper—*High School Algebra Complete* (Row)
Slaught and Lennes—*Complete Algebra* (Allyn)
Slaught and Lennes—*Elementary Algebra* (Allyn)
Slaught and Lennes—*Intermediate Algebra* (Allyn)
Smith and Reeve—*Essentials of Algebra* (Ginn)

Wells and Hart—*Modern High School Algebra* (Heath)
Wells and Hart—*Modern First Year Algebra* (Heath)
Wells and Hart—*New High School Algebra* (Heath)
Wells and Hart—*First Year in Algebra* (Heath)
Wells and Hart—*Second Course in Algebra* (Heath)
Wentworth-Smith—*School Algebra, Book I* (Ginn)
Wentworth-Smith—*Academic Algebra* (Ginn)

B. Arithmetic (General)

Stone-Millis—*Higher Arithmetic* (Sanborn)
Wells and Hart—*New High School Arithmetic* (Heath)
Wentworth-Smith—*Higher Arithmetic* (Ginn)

C. Arithmetic (For Business, Commercial and Vocational Courses)

(Books for half-year courses)

Finney and Brown—*Modern Business Arithmetic, Brief Course, Revised* (Holt)
Finney and Brown—*Modern Business Arithmetic, Complete Course, Revised* (Holt)
Miner-Elwell-Touton—*Business Arithmetic* (Ginn)
Moore and Miner—*Concise Business Arithmetic* (Ginn)
Paddock and Holton—*Vocational Arithmetic* (Appleton)
Sutton and Lennes—*Brief Business Arithmetic* (Allyn)
Sutton and Lennes—*Business Arithmetic* (Allyn)
Van Tuyl—*Essentials of Business Arithmetic* (American)
Van Tuyl—*Complete Business Arithmetic* (American)

D. Unified or Correlated Mathematics

Breslich—*First-Year Mathematics* (University of Chicago Press)
Breslich—*Second-Year Mathematics* (University of Chicago Press)
Breslich—*Third-Year Mathematics, with Tables* (University of Chicago Press)
Breslich—*Third-Year Mathematics, without Tables* (University of Chicago Press)
Reeve—*General Mathematics, Book II* (Ginn)
Rugg-Clark—*Fundamentals of High School Mathematics* (World)
Swenson—*High School Mathematics* (Macmillan)
Schorling and Reeve—*General Mathematics, Book I* (Ginn)

NOTE. The committee suggests that the above books in unified mathematics be carefully examined before an adoption is made.

E. Geometry

Durell and Arnold—*Plane Geometry* (Merrill)
Durell and Arnold—*Solid Geometry* (Merrill)
Durell and Arnold—*Plane and Solid Geometry* (Merrill)
Milne—*Plane Geometry* (American)
Milne—*Solid Geometry* (American)
Milne—*Plane and Solid Geometry* (American)
Sykes-Comstock—*Plane Geometry* (Rand)
Sykes-Comstock—*Solid Geometry* (Rand)
Smith—*Essentials of Plane Geometry* (Ginn)
Wells and Hart—*Plane Geometry* (Heath)

Wells and Hart—*Plane and Solid Geometry* (Heath)
Wentworth-Smith—*Plane Geometry* (Ginn)
Wentworth-Smith—*Solid Geometry* (Ginn)
Wentworth-Smith—*Plane and Solid Geometry* (Ginn)

F. Drill Book

The *Students Review and Drill Book in Plane Geometry,* published by the Iroquois Publishing Company, of Syracuse, N. Y., deserves special mention. Sample copy will be sent by the publisher on request.

G. Junior High School Mathematics

The committee wishes to suggest the following good books in junior high school mathematics:

Gugle—*Modern Junior Mathematics, Book One* (Gregg)
Gugle—*Modern Junior Mathematics, Book Two* (Gregg)
Gugle—*Modern Junior Mathematics, Book Three* (Gregg)
Hart—*Junior High School Mathematics, Book One* (Heath)
Hart—*Junior High School Mathematics, Book Two* (Heath)
Hart—*Junior High School Mathematics, Book Three* (Heath)
Lindquist—*Junior High School Mathematics, Book I* (Scribner)
Lindquist—*Junior High Mathematics, Book II* (Scribner)
Lindquist—*Junior High School Mathematics, Book III* (Scribner)
Stone—*Junior High School Mathematics, Book I* (Sanborn)
Stone—*Junior High School Mathematics, Book II* (Sanborn)
Stone—*Junior High School Mathematics, Book III* (Sanborn)
Vosburgh and Gentleman—*Junior High School Mathematics, First Course* (Macmillan)
Vosburgh and Gentleman—*Junior High School Mathematics, Second Course* (Macmillan)
Vosburgh and Gentleman—*Junior High School Mathematics, Third Course* (Macmillan)
Wentworth-Smith-Brown—*Junior High School Mathematics, Book I* (Ginn)
Wentworth-Smith-Brown—*Junior High School Mathematics, Book II* (Ginn)
Wentworth-Smith-Brown—*Junior High School Mathematics, Book III* (Ginn)

SCIENCE

INTRODUCTION

Since the introduction of the sciences in our public school curricula there has been a gradual but marked change in the sentiment both as regards the laity and the teaching public toward those courses.

Time was when the sciences were looked upon as a substitute course for those students who, either through lack of native ability or mental inertia could not keep pace with the classical subjects. But today we find science established in its rightful place among what are termed the cultural subjects. This early attitude regarding science is doubtless responsible for the diversity of content of subject matter and methods of presentation of the science courses in the majority of our public schools, until today there is felt a need for a more perfect unification and coördination of these courses.

In attempting to work out the course of study asked for, *the committee in no way sought to formulate an outline that should be rigidly followed.* However, without some organized plan there is grave danger of the teacher's developing that phase of the subject in which he is particularly interested. It is well recognized that the teacher should be given as much freedom as possible to adapt his course to his local conditions.

The selection of topics to be discussed and laboratory problems of the sort that will both stimulate and sustain the interest of the boys and girls and at the same time develop a knowledge of the basic principles underlying the sciences rather than present a haphazard array of data that would result only in confusion has long been a question in the minds of many teachers, especially those with little or no experience.

In the formulation of the courses of study which follow no formal committee was chosen but suggestions and criticisms were sought from more than fifty sources including high school teachers throughout the State, college professors, North Carolina state boards of health and public instruction, and more than twenty states as well as National reports of both Great Britain and the United States.

Conferences were held by groups who could conveniently assemble.

Certain general aims or objectives are applicable to and should be emphasized in all the sciences. These objectives are stated elsewhere in this report while those relating to the specific sciences are found at the beginning of the special outlines.

The report does not attempt to cover all types of high schools in the state, but rather to meet the needs of the average four-year plan, with the idea that the smaller and larger schools will make adjustments peculiar to their individual needs.

It is recommended that General Science, Biology, General Chemistry, and General Physics constitute the four basic courses in the larger schools, and that Physical Geography, Commercial and Industrial Geography be offered in the third year in small schools in keeping with the program suggested in "High School Reorganization." In the larger high schools a year of Botany, and a year of Zoölogy may be taken in place of a year in Biology, or a year in Biology and a year in human physiology with emphasis upon first aid and home nursing might be considered a good plan. In all science courses it is recommended that two double periods be devoted to laboratory work and three periods to discussion, recitation or quiz work, each recitation period being forty-five minutes in length. Where a school is organized on a sixty minute basis, five periods a week should be alloted for the work and two of these should be consecutive periods.

In general it is believed that a logical sequence of courses should be followed. It is well recognized by those who have made a careful study of the educational problems that in any field of learning a more comprehensive grasp of any subject is derived if the course is planned as a whole and if the separate courses are made to follow fundamental principles of sequence. In all courses of study the progressive development of the pupil is essential. In carrying out the above, however, a certain unity of the separate courses should be maintained so that the student may receive a maximum of benefit even though no further science is taken.

Sequence of Courses

The sequence recommended is as follows:

First year—General Science—It is strongly recommended that this course be required of all students. It is an introductory course and should not follow any other science; neither should it be given above the freshman year.

Second year—Biological Science, including human physiology, is considered the best second year course. It is the time in the child's life when he is keenly alert to the whys and wherefores of life, and thus Biology furnishes a medium by which he finds an answer for himself to his questions about the phenomena of life. Courses may consist of General Biology, Botany or Zoölogy in the larger schools. Some Biological science should be required of all students.

Third year—Chemistry is generally regarded as the logical third year course, except in small high schools in this State where Physical Geography, Commercial and Industrial Geography are offered. This course in chemistry should emphasize many of the practical problems of the home, the farm and industry. Chemistry is offered as an elective in the third year in six-teacher schools. (See Bulletin High School Reorganization)

Fourth year—Physics being of a more advanced nature should fall in the fourth year. The powers of accurate observation and logical deductions having been developed through the preceding sciences the student naturally brings to the course a more mature judgment which enables him in return to derive more from the course. Neither Physics nor Chemistry should be taught below the junior year, or should the student be permitted to take either without having completed at least one elemenary science.

Many students do not consider it essential that they have a detailed knowledge of Physics but at the same time desire to complete four years of science. To these students elective courses in botany, zoölogy, physiology or some special field of chemistry should be open in large schools. All such courses should be of an advanced type so as to avoid repetition of the former sciences studied. A more intensive study of the general principles established in the elementary courses should constitute the content of such studies. In some of the smaller high schools where both Chemistry and Physics are given it has been suggested that these courses be alternated and given one each the junior and senior years.

The Laboratory

The establishment of laboratory work in our modern school systems marked the emancipation from the rigidly disciplined school room of earlier days, and made a strong appeal to the average student. The results have been varied and there is a general feeling that the laboratory method has not accomplished all that was expected of it. At the present time *it is* this phase of the work that represents the greatest pedagogical difficulty. No innovation of modern education, however, can be as vitalizing to learning as the laboratory method. It has been truly said that "Often, very often, the dunce of the form when put on to practical work becomes brilliant." The laboratory might rightly be called the science student's work shop, but too often it is allowed to degenerate into a place of mere idleness and aimless activity with little accomplished, where as it should be the place where the student receives his first hand knowledge. "The nature of every science demands that it be taught from the laboratory standpoint," and thus center about experimental and project work rather than pages of a textbook. To this end it is desirable that the laboratory work in general precede the textbook assignment.

It seems needless to say that the laboratory and textbook work should proceed hand in hand and yet there are many instances where there is little or no correlation between the two. The fundamental aim of the laboratory is to give the student a chance to make his own observations and arrive at logical conclusions. He may be aided in these by laboratory guides which follow the question method, or by preliminary explanations from the teacher. The latter should assist only to the degree that the student shall not work blindly or aimlessly at the problem at hand.

In all sciences the equipment of the laboratory is a vital matter. At least one room must be adequately equipped even in a small high school.

The Notebook

The day of the pretty notebook is past. There is such a bulk of material to be investigated that the great problem of the science teacher today is to "simplify the courses so as to complete them in the time at his disposal." There is much to be gained, however, from the standpoint of the pupil if he record accurately his observations and derived conclusions. A simple outline that is frequently followed is: First, the student should state accurately the problem that he is trying to solve. Second, that he record briefly his procedure and observations. In this the student should be encouraged to develop his own ingenuity in the manner in which the record is made. Necessary outline drawings should accompany all problems. These should be neatly and accurately labeled with a medium hard lead pencil and lettered. The drawings as well as the notes should serve as a source of excellent review for examinations.

For Chemistry and Physics the notebook record might better be arranged under the following headings: object, procedure and observation, results, conclusions and discussions. The type of notebook for General Science and Biology is a simple inexpensive loose-leaf one. For Chemistry and Physics there are printed forms that usually follow the text used.

Students should be encouraged to take a part in the preparation of materials and the general upkeep of the laboratory. In fact, the teacher should prepare only those materials that the immaturity of the class makes necessary. Teachers often sacrifice interest by themselves doing too much preparation before the class has assembled.

Classroom and Recitation

With the laboratory organized on the problem-project plan the recitation takes on a different form from the stereotyped method of former days when it consisted of a mechanical repetition "of facts and principles gleaned from a textbook." The recitation should consist of classroom discussions in which all students contribute to the explanation and correlation of those phenomena observed in the laboratory and on field excursions. Above all the classroom, like the laboratory, should belong to the student. Too often the teacher is the dominant personality, whereas he should remain in the background as a guiding influence in aiding the students to arrive at the proper conclusions. There is a grave tendency on the part of many teachers to teach too much.

The need of a text is recognized but it should be regarded as a reference book rather than one from which so many pages are assigned every one of which must be learned. Often "A better plan is to provide several copies of the more important texts and a number of reference books to which assignments may be made. It is extremely important that such assignments should be definite and clear to the pupil." Librarians report this a common fault among teachers. As pointed out in the National Bulletin on reorganization of Science "Few things are more discouraging to the pupil or more destructive to his interest than to be given hazy assignments, and to feel that neither he nor the teacher knows exactly what is expected."

Many demonstration experiments may be effectively performed in the classroom by the teacher to save time in the main laboratory. In such experiments the help of the students should be enlisted. For instance, weighing materials, measuring liquids, time keeping, and numerous errands to the stockroom, can be done by the students and thus arouse as much interest as individual experiments. Such demonstrations have the value of giving the teacher an opportunity to acquaint the student with the proper laboratory technique of the course. In this teachers should exercise great care in performing the experiments skillfully. This latter principle might well apply in the laboratory when assistance from the teacher is necessary. Pride in exercising the proper technique in the course on the part of the teacher will do much in creating the desired atmosphere in both laboratory and classroom.

Much interest can be stimulated in the classroom as well as in the course as a whole, if students are encouraged to make special reports, especially those relating to the economic phases of the course. Biographies of men and women who have made note-worthy contributions to scientific progress constitute excellent material for such reports.

Many pupils will enjoy working out some individual problem of their own choosing or one suggested by the teacher. Such work often leads to solving the greater problems and even the choosing of a vocation to which the individual is permanently adapted. Extra credit should be given to those students doing special work according to the value and the nature of the work presented. These special reports can often serve the basis for a monthly or term English theme or history paper and thus help to bridge a gap so universally present in all of our institutions of learning, that of coöperation and coördination between the various curricula.

Respectful attention by other members of the class is easily maintained if the students know that when a student's report is completed some member of the class will be called upon to outline briefly the major points emphasized.

Field Trips

Field trip work, like laboratory work, is a result of modern education. Like the laboratory, it too can be the source of much wasted time if not properly planned and supervised. The teacher should know well the field into which he is going. In fact he will save himself the possibility of embarrassment if he will conduct his own individual field trip before taking the class.

The field trip can be made a very valuable part of the work if properly planned. It is the medium by which the phenomena observed in the laboratory are connected up with every day life.

The nature of the field trip will naturally vary with the locality, but, in general, industrial plants, city water works, the weather bureau, museums of natural history, a near-by stream, lake, or wooded lands afford excellent places for this type of work.

The student should be urged to carry a pocket notebook where he can jot down the important points covered on the trip, and these should be included in the class discussion, permanent notebook records, and examination reviews.

Science Clubs

The organization of science clubs is a positive agency in furthering interest in the sciences. The clubs should be organized with officers similar to any civic organization. Programs may consist of talks and demonstrations by the students of the facts which they have learned from the various contacts of the course, magazine articles, book reviews, etc. Many schools have the advantage of being located in localities where colleges and large industrial concerns are located. These institutions employ men eminent in many fields of science who are glad to come in contact with the boys and girls by giving talks before the club.

Examinations

Along with the changes in content and presentation of subject matter there has, likewise, been a change in our ideas regarding the examination, that agency which serves as a measure by which the teacher gains a more accurate conception of what the student is really deriving from the course as it is being presented. The nature of the content of science does not permit of the discussional type of examination as do for instance English and history. Even in these subjects the immature student is too apt to ramble into vague and irrelevant reasonings which for the most part are subjective rather than objective, and therefore not reliable. In many fields of learning the standardized tests are supplanting the traditional essay type, and these tests must be passed before entrance into many of our American universities and colleges can be obtained.

Standardized tests in the sciences have not been thoroughly worked out but the science teacher can and should work out questions that are based on the following types of examinations:

First—The True False Test, which is made up of a number of true and false statements with some method devised by which the students indicate which is true and which is false.

Second—The Judgment Test. This test is made up of a list of statements which are true, but the student must give reasons why they are true.

Third—The Completion Test. In this test statments are given with certain key words omitted and the pupil fills them in.

Fourth—The Association Test, which is made up of a list of key words or ideas. The students take these and with a few brief but true statements explain the scientific phenomena in which they are involved.

Fifth—The Selection Test. This test is made up of two lists of statements. The students take the statements in list number one and match them with the proper statements in list number two, indicating by letters or figures in the margin of list number one the statements with which they were matched in number two.

Suggested Plan of the Teaching Unit

Steps in the learning process	*Steps in the teaching technique*
(a) Stimulus Recall of experiences Self activity exercises	(a) Introduction through story, discussion, questions, reading, exercises, lectures, demonstrations, display charts, display of materials, etc.
(b) Study for the purpose of seeing the problem clearly	(b) Pre-view by teacher Sketch of teaching unit Testing the view-point of pupil Direction of study
(c) Reflective thinking Observation Comparison Interpretation Testing hypotheses	(c) Supervised study Reading, experimentation, projects, field trips, trial exercises, etc. Class discussions, testing-performances, etc.
(d) Reaction	(d) Organization and expression Seeing the unit as a whole Expression—oral and written
(e) Use of knowledge in new situations	(e) Problem questions and exercises

How Man Uses Electricity For Communication

(a) Introduction
    The need of rapid means of communication
    Discovery of the telegraph and telephone—Morse and Bell
    Service of these inventions, social and commercial
(b) Discussion of experiences, questions, and exercises
(c) "What is needed to send messages by means of electricity"?
(d) Supervised study of related problems
    How does the telegraph work?
    What makes the doorbell ring?
    How does the telephone operate—receiver and transmitter?
    How can you make a simple wireless telegraph sending set?
    How does a simple wireless telegraph receiving set work?
    Construct a crystal-detector set
(e) New situations
    The telephone exchange
    The home telephone
    Electric bell circuits
    Vacuum tube sending and receiving sets
    Oceanic cables
    Construction of simple electric apparatus
    Relation of newspapers to telegraphic communication

Markets, train dispatching, financial exchange, etc. to telegraphic communication
Social development and the telephone
Dissemination of information and the wireless telephone

Aims of Science With Reference to Main Objectives of Education

(1) *Health*—The power of a nation is dependent to the degree in which it is able to prevent control and eliminate disease. It is the duty of secondary education to instruct all pupils in the necessity of the provision of adequqate hospital facilities, medical inspection and the maintenance of public health and public sanitation.

(2) *Worthy Home Membership*—There is scarcely an activity within the home which does not find its explanation within some of the far reaching laws of science. The heating, the lighting, the clothing, the food, and interior decoration embody scientific phenomena. Science teaching should acquaint the students with these facts to the end that they may contribute to the responsibilities of the home.

(3) *Vocational*—Science teaching should open up the many fields of learning upon which the activities of the world are based and these should prove of distinct value in the choosing of a life profession.

(4) *Citizenship*—The welfare of society moves along with the advance of science. It is essential, therefore, that the members of society be familiar with the part science has to play in the maintenance of a peaceful and contended people in order that they may appreciate the work of the agencies and individuals that promote them.

(5) *Useful Leisure Time*—Nature is boundless in her storehouse of wonders. It is the province of science teaching to unlock the doors to these many wonders and thus extend the horizon of natural interests. The individual will attain to that large breadth of outlook and sympathy with all classes of natural things, which definitely characterize the person of real culture.

(6) *Ethical Character*—Nothing can exceed the experience in science in developing in youth ideals of truth and veracity. In the most elementary science lessons the student realizes that the whole aim of the work is to discover and possess the truth about the thing or the experiment. The training he gets in straight and honest thinking is the utmost importance to him in helping him arrive at the truth which he is to personally possess. The contribution science makes to the upbuilding of high ethical character is perhaps its greatest one.

Visual Instruction

Visual instruction is recognized today as an important factor in modern education. A few statements regarding the subjects treated and the sources from which films may be procured are given herewith. The best source for obtaining detailed information regarding types and cost of motion picture machines, fire insurance regulations, etc., is your State Department of Public Instruction. This department has tested out several types of motion picture machines and is in a position to give valuable information as to the best ones to purchase. Money can be saved by securing the service of this department in the purchase of machines and films.

The lack of funds is no longer an excuse for a school's not having a motion picture machine of some kind. Very often the school is the community center, and interest in purchasing a machine can be aroused in various ways. The state department points out some methods by which funds have been secured. They are:

By putting on a weekly picture entertainment and charging an admission fee of 10c. In this way, in a short time, enough money may be taken in to pay for a machine. After the machine is paid for, a steady income may be realized with which to purchase other school equipment, not otherwise provided for.

One school, in eighteen months, paid for the machine and screen, bought shrubbery for the school grounds, a number of books for the library, a set of lantern slides, which cost $290 and had a balance of $700 in the bank.

In some communities, Parent-Teachers Associations lend the money with which to buy the machines. In other places the patrons of the school advance the money, with the understanding that it will be paid back as soon as receipts from entertainments amount to the purchase price of the machine. In some other cases the school authorities lend the money out of the general fund, and the money is paid back from the receipts from the entertainments. In one community 106 patrons lent money, in amounts varying from 50c to $10, with which to purchase their machine.

The State Department of Public Instruction has enough films on hand to give one entertainment of a 6 or 7 reel picture per week for 215 weeks. New films are constantly being bought in order to increase this service.

Comparatively few of the films are special science films, but are for general use and would serve well for such purposes as mentioned above. The small number of science films is due to two reasons: first, the high price of such films; and second, the lack of demand on the part of science teachers. If the science teachers would create enough demand for any certain type of film the State Department of Public Instruction might be able to get funds sufficient to buy the kinds of films desired. A few years ago the State Department had for demonstration purposes a picture on the blood showing the complete circulation, structure of veins and arteries, origin of corpuscles, etc. This film should be shown to every school boy and girl, but due to the small demand for it the film was not purchased.

Other sources where films can be obtained at little or no cost are:

The U. S. Department of the Interior, through The Bureau of Mines, Pittsburgh, Pa., supplies a number of industrial films, such as, The Story of Petroleum, Mexico and It's Oil, Story of Coal, Storage Battery and a number of other subjects. The International Harvester Co., The U. S. Dept. of Agriculture, The General Electric Co., The Ford Motion Picture Laboratories, and other industrial concerns have pictures which can be had, some for cost of transportation, while there may be a little rental charge on others.

It is hoped that the science teachers will see the value of this type of education and create a unified effort to have available such films as would enhance science instruction.

GENERAL SCIENCE

This course in natural science is too general to take the place of any of the special sciences. It should prove to be the best course for giving general information of the elementary science courses. It is particularly designed to teach the child the "hows" and "whys" of his environment, thus enabling him to make a practical application of the laws of nature in his every-day life.

Specific Objectives For General Science

To help the pupil to interpret and appreciate his environment.

To encourage the pupil to form accurate habits of observation and expression.

To awaken the science interests and abilities of the pupil so that he will continue his studies in science through high school.

To discover science interests so that the pupil may do better work in the later vocations.

To develop in the child who can take only one course in science, an abiding active post school interest in and understanding of science.

To fit the pupil for citizenship by aiding him to acquire good health habits, a better home environment, and, a more desirable community life.

To stimulate in the pupil who has a scientific inclination a desire to accomplish something worth while in the scientific field.

Method

The course in general science is divided into several well defined units. The pupil should be led to see the unit as a whole, and to relate its subdivisions to the whole, thereby aiding him to organize his experience so that it will be useable. The various units that compose the course should be so objectified and practicably applied to the life of the child as to make the subject vitally interesting and useful in the pupil's every-day life.

While the units are closely correlated in the text the order in teaching the units should be arranged to fit the locality and seasons, however the teacher should strive to maintain a coherent sequence of different topics so that each topic may aid in developing succeeding topics.

Five general types of work are outlined in the course.

I. The specific topics of course should be developed by the aid of textbook, reference books, magazines, etc.

II. Observational exercises to train the sense of perception, as field trips to study the Pasteurization of milk; work of the weather bureau; manufacture of ice; the city water supply; constellations, erosion and soil formation; common wild flowers; cross pollenation; seed distribution; to recognize common trees; to study tree contour; and to study the struggle for existence in the living world, and a number of other observational exercises may be planned as suits the locality.

Two important points should be emphasized in observational work. The group should not be too large, sixteen to twenty being a large observational group, and the group must know definitely what they are to look for, and should be required to give a report of their findings.

III. Experiments and investigations, as demonstration problems, should develop the power of accurate observation and an ability to draw correct conclusions by the scientific method. These conclusions should be applicable in solving new problems that may arise, in the life of the child. The experimental work should be the basis of the unit and the other work should be built around it. In all demonstration work whether done by the individual or the group several definite steps should be carried out.

(1) There should be a clear statement of the problem to be solved.
(2) What was done should be simply and clearly described.
(3) What happened should be carefully noted.
(4) The reason for the results should be determined.
(5) A general conclusion should be drawn from the problem.
(6) Each conclusion drawn when possible should be related to the every-day life of the child.
(7) In all demonstration and topic work throughout the courses casual relations should be emphasized so that the pupil may know that law rules and that every effect has a cause.

The notebook in which the experiments are recorded should be accurately, neatly, and promptly kept.

IV. Constructive problems. These problems are projects to be worked out by the pupils using the knowledge they have already obtained to solve some larger problem of every-day life. The problem does not necessarily have to come within the course of study, however unrelated problems should be avoided. The teacher must use her discretion as to when a problem should be recognized, and when a problem is recognized she must guide the group in the selection of data for its solution. A small group of four or five will work most efficiently on this type of problem.

V. Individual observational work. This work comes through the experience of the child and enriches the topic and experimental work. Some time should be taken at convenient interval (perhaps at the beginning of the recitation) for their discussion as it will stimulate interest and promote an awareness of natural phenomena. Through directed observational work the pupil will acquire definite first-hand information for attacking future problems that may arise. Following are some helpful points:

(1) Observations should always be timely.
(2) Directions for observations should be practical and specific.
(3) Pupils should be required to make accurate reports of observations. "Hit or miss" work should not be allowed.
(4) The report should be followed by questions which will stimulate the pupil to draw an inference.
(5) The drawing of such inferences should be repeated until the investigating habit of mind is formed, developing in the pupil the scientific method of procedure.

Selection and Organization of Subject Matter

The subject matter of the course is based largely upon the child's environment; therefore, the content of the course should vary with the community in which it is taught. It is evident that many of the problems and interests of urban and rural communities are different; therefore, the course of study should be supplemented or eliminated until it fits the needs of the pupils. Following are some suggested topics:

The Course of Study

UNIT I

THE AIR AND HOW WE USE IT

I. The air a Real Substance—

Air as a material. Air has weight. Compressed air. Exhaust pump. Air pressure. Barometers. Air pressure on the human body. Source of sound. Air transmits sound. Echo. How we hear.

II. Air and Fire—

A fire needs air. Burning decreases oxygen. Oxidation. Kinds of oxidation. Effect of heat on solid, liquid, and gases.

Measurement of temperature. Transfer of heat, fuels, flames, matches, cooking devices. How our homes and public buildings are heated. Fire prevention. Extinguishing fires.

III. The Atmosphere—

Ocean of air around the earth. Altitude and air pressure. Balloons, and airplanes. Composition of air. How air is kept in balance. Moisture in the air and its relation to our comfort. Evaporation. Condensation. Weather and climate.

IV. Good air and Breathing—
Why air is necessary to life. Breathing. Dust, mold, yeast, and bacteria. Methods of keeping down dust at home and in the streets.

UNIT II

WATER AND ITS USES

I. The Three Forms of Water and Uses We Make of Them—
Ice, water, steam and effects temperature has on them—Distillation, cooling effects of evaporation. Ice machine. Cold storage, refrigerators, Freezing mixtures.

II. Household and Industrial Uses of Water—
Water a necessity of life. Human body needs water. Sources of drinking water. Pollution of drinking water. Water supply systems. Life pump, force pump and siphon. Sewage disposal, streams. Dams. Water power.

III. Water and Its Influence on Climate—
Water and land temperature.
Land and sea breezes. Causes of unequal heating of land and water.

UNIT III

NATURE'S STORE OF ENERGY AND MAN'S MEANS OF CONVERTING IT TO HIS SERVICES

I. How We Work—
Man's work and his need of tools. The basic machines. Friction and how to reduce it. Measurement of work and energy. How the work of the world has been affected by machines.

II. Eneregy—Its Conservation and Transformation—
Sources of energy. Nature's storehouses of energy and need for conserving them. Energy can be transformed. Kinds of energy. Some of the important machines for transforming energy—steam engine and gas engine.

III. How Man Uses Electricity—
Correct wiring and illumination of our homes. How an electric light gives light. Heating devices. Magnets and Compasses. Electromagnets. Telegraph. Telephone. Radio. Motor and its uses. Sources of current—dynamo, dry cell and storage cell.

UNIT IV

THE EARTH AND ITS RELATION TO OTHER ASTRONOMICAL BODIES

I. The Sun and Seasons—
How air around earth is warmed. What causes day and night, the year, and seasons. Standard time. Daylight saving. The sun, its size, distance from the earth, heat, and composition. Sun—the source of energy.

II. Light—
Natural and artificial lights. Nature of light. Human eye. Conserving eyesight. Refracted light. Reflected and diffused light. Color. Rainbow. Transparent, opaque, translucent objects.

III. The Solar System and the Constellations—
The sun in its relation to the planets. Interesting facts about each planet. The moon, its light, size, distance from the earth, surface, and climate. Phases of moon. Tides. Comets. Constellations.

UNIT V

THE SURFACE OF THE EARTH

I. *How Rocks Become Soil—*
Work of plants, animals, water, ice, wind, and air in soil formation. Glaciers. Fertile soil. Kinds of soil. Loss of nitrogen from the soil. How to supply nitrogen to the soil. The significance of the soil.

II. *Soil, Water, Drainage, Irrigation and Erosion—*
Water cycle. Plants and soil water. How water rises in soil. How to save moisture in the soil. Soil water and soil temperature. Reclaiming our swampy and desert regions. Loss of soil by erosion. Vegetation and erosion.

UNIT VI

LIFE UPON THE EARTH

I. *The Plant Covering of the Earth—*
Abundance of plants. Plant associations. Tree Contour. Value of wild plants. Forest conservation.

II. *The Plant—*
Conditions for awakening life and growth in the seed. The organs of plant (namely root, stem, leaf and flower) and the work of each. Seed distribution. Green plants, the food and fiber makers of the world.

III. *Functions of Life Performed by the Single Cell—*
The cell. Work of simplest forms of life. Asexual and sexual reproduction. Bacteria. Protozoa. Infection. Preserving goods—Balance of life.

IV. *Man, Highest Type of Organism—*
(a) The story of the digestion of food. Foods and intelligently selected diet.
(b) Blood, its work and circulation.
(c) Relation of breathing and respiration to the circulation of blood.
(d) Excretory organs (skin, lung, kidneys and large intestine) Eliminating poisons from the body.
(e) Sensations, nervous system, reflex action, habit and mental hygiene.
(f) Alcohol and narcotics.

V. *Improving the Conditions of Human Life and Growth—*
The individual. The community

General Science Classroom

A classroom for general science should supply a wide variety of demands such as a demonstration work, reference reading, class discussion, writing, and drawing, group and individual experiment work. Such a wide variety of student activities cannot be properly supervised without a convenient classroom. Most of the important features of the room should be installed while the building is being constructed. One room for all the work of a class is found to be best from the educational viewpoint, because it unifies the class discussion and laboratory work and makes the course more flexible. Investigations seem to show that just as much can be accomplished by the teacher demonstration method of instruction as by individual laboratory work. This should dispel some of the discouragement arising from poorly equipped laboratories. While the teacher should try in every way to make her classroom attractive, convenient, and efficiently equipped, let us not become discouraged if we do not have the ideal situation with which to work. We all have at least the larger or general laboratory which is the out-of-doors environment, the home, the school, and the community. It encompasses the present life of the child. Every teacher has this most important laboratory.

General Science Apparatus

Following is a tentative list of apparatus for general science. The teacher should carefully go over the list as given, supplementing and eliminating, until it fits her needs, for it is evident that the apparatus used will vary with the course of study. The quantity ordered will of course be determined by the size of the class, and by whether individual laboratory work is to be done or simply classroom demonstration work. A list of apparatus suggested by author of textbooks to be used (usually published in the book) will be found to be very helpful. However each teacher should carefully select her own apparatus.

APPARATUS

Alcohol lamp or Bunsen Burner (if gas is available)
Aquarium
Aluminum pot and cover 6 in. deep (½ gal.)
Balances one platform and set of weights
2 Balance spring—2000 grams
Barometer tube and well
1 Barometer aneroid
6 Balloons (rubber) small
1 Barometer mercurial
1 Battery jar ½ gal.
6 Beakers (100 to 500 cc.)
3 Bottles (wide mouth) 500 cc.
12 Bottles (wide mouth) 8 oz. Stoppers to fit
1 Bladder (football)
1 Calorimeter (nickel plated)
12 Corks No. 18 to fit bottles
1 Candle holder
12 Candles (largest size plumbers candles)
6 Cells dry
3 Carbon rods $\frac{3}{16}$ in. x 6 in.
2 Clamps (ring stand)
2 Clamps (rubber tubing)
1 Copper pot for demonstrating gas engine
1 Compass (dip needle)
4 Compasses (pocket 1 inch)
Corks assorted sizes
Distilling apparatus
Electric bell 2½ inches long
Electric light bulbs
Extension cord 10 ft.
3 Flasks distilling 500 cc.
6 Flasks 500 cc. Pyrex
3 Flash lights
Flower (model showing parts)
3 Flower pots (small size)

Filter paper
Funnel thistle tube
Funnel glass (4 in. diameter)
Funnel glass (8 in. diameter)
Fruit jars ½ doz., pt. (glass spring tops)
6 Glass squares 2 x 2 in.
Glass dish (circular 8 in. drain 3 in. deep)
1 Glass tubing $\frac{3}{16}$ in. (5 ft. length)
2 Glass tubing capillary.
1 Glass tubing ½ in. diameter, 5 ft. long
General Small electric for demonstration
1 Graduate cylindrical 500 c.c.
1 Graduate cylindrical 100 c.c.
Hammer
Iron filings 1 lb.
Jar bell vacuum with rubber stopper 1 hole
Jar and glass stopper to fit
Knife pocket
Labels
3 Lamp chimneys and 2 hole rubber stoppers to fit
2 Magnets horsehoe
2 Magnets bar
Medicine dropper
½ Meter stick
Microscope compound
72 Microscope (slides and cover glasses)
Microscope hand lens
Motor (small demonstration)
Mortar and Pestle
Nut cracker
2 Osmosis cups (semipermeable membrane)
12 Petri dishes
Prism glass
2 Pulleys (single)
2 Pulleys (triple)
2 Push buttons
1 Pump glass suction
1 Pump glass force
½ lb. Rubber friction tape
Rubber sheet 3 sq. ft.
Rubber bands assorted
2 lbs. Rubber stoppers assorted Nos. 1, 4, 5, 7 (1 and 2 holes)
12 ft. Rubber tubing $\frac{3}{16}$
Scissors
Steam Engine Model
Sugar tongs
Telegraph set sending and receiving
Telephone transmitter and receiver
12 Test tubes 5 x ⅝ in.
12 Test tubes 1 x 8 in. ignition
2 Test tube brushes
1 Test tube rack
1 Thermometer F and C Chemical
1 Thermometer F for Room

Tripod
Trough Pneumatic
Tweezers—forceps
3 Watch glasses
2 Wire gauze 5 in. x 5 in.
1 lb. Wire copper (No. 18 D. C. C.)
½ lb. Wire copper (No. 24 D. C. C.)
½ lb. Wire German Silver No. 18
2 Y Tubes

CHEMICALS

Acid Hcl 1 lb.
Acid HnO_3 1 lb.
Acid H_2SO_4 1 lb.
Ammonium Nitrate ½ lb.
Calcium Oxide 1 lb.
Copper Sulphate 1 lb.
Flour 2 lbs.
Manganese Dioxide
Marble Chips 1 lb.
Matches
Mercury 1 lb.
Molasses
Potassium Chlorate
Stain Staffords
Stain loaf
Sugar Powdered

STATE APPROVED TEXTBOOKS

Bedford's—*General Science* (Allyn)
Caldwell and Eikenberry's—*Elements of General Science*—New Edition (Ginn)
Hessler—*Junior Science* (Sanborn)
Hunter and Whitman—*Civic Science in the Home and Community* (American)
Snyder's—*Everyday Science with Projects* (Allyn)
Trafton—*Science of the Home and Community* (Macmillan)
Tower and Lunt—*The Science of Common Things* (Heath)
Van Buskirk and Smith—*The Science of Everyday Life*—(Houghton)

Reference Books

Fabre, J. H. C.—*Story Book of Science* (Century)
Hessler, J. C.—*Junior Science 2 vol.* (Sanborn)
Hodgon, D. R.—*Elementary General Science* (Hinds)
Libby, Walter—*Introduction to History of Science* (Houghton)
Mills, E. A.—*Adventures of a Nature Guide* (Doubleday)
Trafton, C. H.—*Science of Home and Community* (Macmillan)
Verkes, R. M.—*New Word Science* (Century)
Bolton—*Famous Men of Science* (Crowell)
Lewis, Mrs. L. E.—*Astronomy for Young People* (Duffield)
Lewis, Mrs. L. E.—*Splendors of the Sky* (Duffield)
Bowden—*General Science* (Blakiston, Philadelphia)
(This book was helpful in making course of study)
Burns—*The Story of Great Inventions* (Harper)
Caldwell and Slossom—*Science Remaking the World* (Doubleday)
Fournier—*Wonder of Physical Science*—(Macmillan)
Ingersoll—*Book of the Ocean* (Century)
Wonders of Science in Modern Life (Funk)
Comstock—*Handbook of Nature* (Comstock Pub. Co.)
Barrus—*John Burroughs—Boy and Man* (Doubleday)
Radot—*Life of Pasteur* (Doubleday)
Gilmore—*Boys Book of Astronomy*

Pearson—*Bird Study*
Rogers—*Trees Every Child Should Know* (Doubleday)
Lane—*Triumphs of Science*
Bennett—*Making of Flower Garden*
Green—*Principals of American Forestry* (Wiley)
Pocket Guide Book to Science—Popular Science Monthly
Lescarboura—*Radio for Everybody*—Scientific American Publishing Co.
Brooks—*Why the Weather* (Harcourt)
Washburne—*The Story of Earth* (Century)

Science Periodicals and Pamphlets

Scientific American and Supplement, New York City
National Geographic Magazine, Washington, D. C.
Nature Magazine, Washington, D. C.
Popular Science Monthly, 250 Fourth Ave., New York
The Science Class Room, Popular Science Monthly
General Science Quarterly, Salem, Mass.
Garden Magazine, Garden City, N. Y.
Radio News
Scientific Monthly
Popular Mechanics
Science and Invention
Literary Digest

BIOLOGY

A. Introduction

Perhaps none of the sciences appeals to the average boy and girl as do the Biological sciences. This is not to be wondered at. It is but natural that every boy and girl should be interested in those courses that open up those marvelous and awe inspiring phenomena of which he himself is a part. The biology teacher, therefore, carries a great responsibility. Great care should be exercised both in the laboratory and in the classroom in presenting the facts of nature so that the child will gain the proper conception of the great underlying laws of nature. The chief objectives that every biology teacher should strive to instill in the heart and mind of every boy and girl are briefly stated in the formal objectives *accompanying this report.*

None of the sciences requires so little permanent equipment as does biology. That trite but truthful adage "Let nature, not books, be your guide," is the rule to follow. Such materials as chemicals, reagents, charts, models, slides, and other materials listed in *the report* and which are a necessary part of any modern biology department must naturally be procured from standard and reliable supply houses, but the best source of fresh material is that of the immediate environment. In this connection the bringing in of material by individual students should be a part of the assignment just as mathematics problems and English or language sentences. This greatly increases the interest among the students. At the suggestion of the teacher a group of boys will delight in a trip to a near-by rocky branch or lake when crayfish tadpole, frogs and fishes are needed. When large quantities of frogs are wanted it is better to send to a Biological supply house. More satisfactory work on earthworms can be done with those especially prepared by supply houses.

There has been much discussion as to whether biology should be presented as one-half year of zoölogy and one-half year of botany or whether the two kingdoms should be presented concurrently. A majority of the reports studied seem to follow the former method, some giving zoölogy in the fall semester and botany in the spring semester or *vice versa.* After all, this is a matter of minor importance. However, if the two are presented separately the teacher should make frequent references to the other kingdom in order that the central idea, that of the unity or similarity of all living things, shall not be missed. The sensible and logical procedure would be to arrange the topics so as to come at the time of year when fresh materials are most easily obtained. The fall of the year, however, seems to be the best time for insect study. It is the time of year when they are most abundant and nothing creates more interest at the beginning of the course than this very active group of animals. The study of fruits is doubtless best in the fall. This logically necessitates the study of the flower first. Fall flowers are usually abundant but they are of a more complex type than the early spring flowers and for this reason many teachers prefer to leave the study of flowers entirely to the spring. Certainly no teacher would go along without giving some attention to the study of flowers at that time of the year when all nature is teeming with their unfolding buds. Trees are doubtless best studied in the fall as the leaves have developed to their characteristic forms whereas in the schools which have only seven and eight month terms they are not perfectly formed by the time school is out.

The amount of emphasis placed upon any group of plants or animals should naturally depend largely upon the locality in the State. For instance, those schools located in the lower piedmont and coastal regions will have a more varied and abundant animal life to draw from, while the schools in the upper piedmont and mountain regions will have a greater abundance of plant life.

B. Aims in the Course in Biology

The generally recognized aims or objectives in the teaching of Biology are as follows:

1. To give to the pupil an intimate knowledge of important living plants and animals and their natural habitats.
2. To give the student an understanding of the interdependence of plant and animal life and the economic importance of various living forms.
3. To present only sufficient knowledge of plant and animal structures as will attain to the understanding of the fundamental functions common to the life of all organisms and thus to show the unity of all life.
4. To develop an understanding of the relation of biology to the other sciences, and to acquire some knowledge of the scientists who have made valuable contributions to biology, and especially to gain an appreciation of the importance of biologic science to civilization.
5. To train the mind of the pupil, by developing his power of accurate observation, perception of the law of cause and effect, and ability to reason to logical conclusions from given data and experimental evidence.
6. To emphasize especially the essential conditions of individual and public health in city and State, and to establish in the individual pride in a healthy body.
7. To reveal the power of man to control the habits and relationships of plants and animals to serve his own ends.
8. To emphasize especially the power of man to control the formation of his own habits, and to establish a true conception of his responsibilities to society.

9. To enrich the life of the pupil through the esthetic appeal of plants and animals to the end that he may appreciate and enjoy nature.

These aims have been largely taken from New York State Regents Biology Syllabus.

C. Text

Any biology text on the approved list of high school textbooks for the State of North Carolina.

Suggested topical outline dependent somewhat on the text used and on local conditions.

I. Discussion of some of the factors which enter into a knowledge of biological principles.
  a. The scope of biology.
  b. Review to bring out the pupil's knowledge of facts learned in previous science work.
    1. Life functions common to all living things
    2. The idea of adaptations among all plants and animals, including man to carry out these life processes.
    3. Definitions of important biological terms such as environment, stimulus, adaptation, economic importance, etc. This part of the work should be continued throughout the course. Definitions are the tools by which the students make clear their knowledge of any subject. There are many devices by which this work can be made vitally interesting.
  c. Review of the composition of living and comparison with non-living things.
  d. In case the pupils are not familiar with the principles of oxidation and osmisis, these phenomena should be demonstrated as the student must be familiar with them in order to understand many of the processes in nature.

II. Insects.
  a. Study the grasshopper to determine the characteristics typical of all insects.
    1. Body regions.
    2. Head; number and kinds of eyes, antennae, mouth parts emphasizing adaptation of mandibles for the kind of food they eat.
    3. Thorax; number of regions, number and structure of appendages attached.
    4. Abdomen; number of segments in the abdomen, location and number of respiratory organs, location of ear and ovipositor.
    5. Regions of the hind leg.
    6. Life history.
    7. Economic importance.
    8. Drawings of lateral view of grasshopper, mouth parts, detail structure of compound eye and hind leg.
  b. Characteristics of the orders common in your community.
    1. Drawings showing characteristics of orders.
    2. Write-ups recording briefly the characteristics, special adaptations, economic importance, and methods of control and extermination of harmful ones.

- c. Topics for discussion.
  1. Communal life among insects.
  2. Parasitism and natural enemies among insects.
  3. Protective coloration among insects.
  4. Types of mosquitoes found in the United States, their relation to malaria and yellow fever and methods of extermination.
  5. The relation of the house fly to disease and sanitation.
  6. What the National and State governments are doing in controlling and exterminating insect pests and individual responsibility in aiding them.

III. Crustaceans.

- a. Study the living crayfish to determine its external features, noting especially its method of locomotion, food taking, respiration, body regions, number of appendages, body protection.
- b. Optimal demonstrations of internal anatomy of this group (emphasizing digestive, circulatory, nervous and excretory systems).
- c. Economic importance of crayfishes, shrimps, lobsters and crabs
  1. As food.
  2. As scavengers.

IV. Class discussion of other arthropods, myriapods and arachnida.

V. Protozoa.

- a. Characteristics and classification of this group.
- b. Observation of living specimens of the different groups to determine—
  - (1) Their methods of locomotion, food getting, digestion, respiration, excretion and reproduction.
  - (2) To determine their response to stimuli.

  Typical forms for this study are the amoeba, paramecium, euglena, plasmodium vivax. The latter should be studied in connection with the malaria carrying mosquito.

  Vorticella forms an interesting form for additional study. This introduces the use of the compound microscope and opens up a new and interesting world to the students.
- c. In this study emphasis should be placed upon the cell as the unit of both structure and function of all living things, inheritance, life cycles, the relation of organism to their environment and above all the single cell as it embodies all the life functions common to all living things.

VI. Optional Volvox.

- a. Its structure and reproduction.
- b. As a transitional form between the protozoan and metazoan organisms.
- c. As it marks the beginning of "division of labor."

  If this form is not studied these points should be discussed in connection with the earthworm.

VII. Worms.

- a. Classification and characteristics of this group. (Necessary for economic study.)
- b. Study the living earthworm to determine its external anatomy, response to stimuli, and

c. Dissection of the earthworm, emphasizing
    1. circulation,
    2. digestion,
    3. nervous system.
d. Economic importance of the earthworm.
e. Class discussion of the other worm groups as they are related to personal and public health.

VIII. Fish.
a. Study of a living fish to determine its external anatomy, method of locomotion, food taking, respiration and body regions.
b. Drawing of lateral view to show position of fins, eye, operculum, lateral line, and position of jaw.
c. Optional internal anatomy emphasizing digestive, circulatory, excretory, reproductive, nervous and respiratory systems; and pointing out increasing division of labor.
d. Drawing of internal anatomy, in case dissection is done.
e. Drawing of a gill showing gill arch, filaments and gill rakers. In this study adaptations for the function of these parts should be stressed.
f. Make use of magazine articles and special reports for discussion of the economic value of this group, fish hatcheries, national and State aid in protecting fish during the spawning season. These articles may form the basis of special reports by the students.
g. If there is an aquarium, fish hatchery or any kind of fish industry in the community an excursion to all or any of them adds interest to this work.

IX. In introducing the vertebrates their distinguishing characteristics should be pointed out and compared with the invertebrates.

X. Frog.
a. Study the living frog to determine body regions, external organs, methods of food getting, respiration, adaptations for methods of locomotion, and protective coloration.
b. Drawing to show the external features of the frog.
c. Optional drawing of the mouth cavity to show position of tongue, internal nares, vomers, eustachian tubes, glottis, opening to the œsophagus, and sound pits in case of male.
d. Demonstration to show the path of the air to the lungs.
e. Dissection to show the location and parts of the alimentary canal and digestive glands, the respiratory organs, the heart and main veins and arteries, the urinogenital system of both male and female, and the nervous system. Drawing should be made of all these systems.

The frog is the classic animal by which the student obtains his first hand knowledge of the functions of the various systems as they operate in his own body and should be studied from this point of view.

f. Frog eggs and tadpoles should be brought to the laboratory where the students may observe from day to day the metamorphic process.

XI. Man.

a. Body region and the organs contained in each region.

b. Laboratory experiments to prove the digestive process in man should be carefully and thoroughly worked out, and how the digested food is absorbed, circulated and assimilated by the body and how the waste products of metabolism are eliminated from the body should be thoroughly treated.

c. Laboratory experiments in heredity which bring out the law of the Mendelian ratio upon which our modern methods of improving plant and animal strains is based. Reports by the students on the life and work of Gregory Mendel and that of Luther Burbank in plant breeding forms good supplementary material. This laboratory study also forms the basis for an understanding of inheritance among human families. Records of famous families may be referred to and the importance of careful selection of one's friends and finally an intelligent choice in marriage should be made clear to all students.

d. Our knowledge of the nervous system of the frog should form an excellent basis upon which to enlarge our conception of a typical nerve cell and the way in which stimuli are received into and directed over the body. Above all the conception that man himself is the power that controls, for good or for bad, those millions of impulses that come surging into his body, in the development of his character from a personal standpoint as well as that of society, should be strongly emphasized.

The nervous system as it is related to the life functions of every individual and the effects of alcohol and narcotics on its normal functioning, should be the knowledge of every individual.

If the structure and care of the ear and eye have not been studied in general science some attention should be given to them here.

e. Circulation and assimilation.

1. The composition, function and circulation of the blood.
2. Origin and function of the red and white corpuscles.
3. Structure and function of veins, and arteries, and capillaries.
4. The lymphatic circulation.
5. Position, structure, and function of the heart.
6. Treatment of cuts and bruises and the clotting of blood.
7. Effect of stimulants upon the organs of circulation.

f. The organs of excretion, emphasizing the care of the skin.

g. The organs of respiration and the necessity of hygienic habits of breathing.

h. Demonstration of capillary circulation in the web of the foot of the frog or tail of a tadpole.

XII. Ductless glands and hormones.

XIII. Birds.

a. Gross anatomy for practical purposes in identification.

b. Classification of birds according to structure.

c. Identification of fifty of our common birds.

d. What the national and State governments have done to protect birds by the establishment of game laws, conservation, and reservations, and what we as individuals can do in aiding these governments.

e. Work of bird societies such as the American Ornithologist Union and Audubon Society. (The amount of work done on this group will be largely dependent on the amount of time at the teacher's disposal. Much can be accomplished by individual home work and in coöperation with the Boy Scout movement.)

XIV. Plants.

a. Classification of the plant kingdom making clear the idea and value of the terms of our binomial nomenclature. Only the main divisions, including the two subdivisions of the Angiosperms need be considered.

b. Study of the plant cell using the thin tissues between onion scales. Elodea may also be studied in this connection in order to acquaint the student with protoplasmic activity. Cells from the interior of the mouth serve to correlate the two kingdoms. Review the facts learned about animal cells; compare the plant cell with animal cell by pointing out that the cells of green plants are the only ones that can manufacture food.

XV. The Algae.

a. Classification according to color.

b. Pleurococcus as an example of the simplest type, emphasizing habitat, color and method of reproduction.

c. Spirogyra as a more complex type emphasizing habitat, color, arrangement of cells in the form of a filament, specialization and content, the cell and reproduction.

d. Vaucheria emphasizing color, habitat, cell structure, methods and special organs of reproduction.

e. Oscillatoria emphasizing color and habitat and oscillatory movement only.

The last two forms are found so commonly in greenhouses that they should be included in every study of this algae group.

f. Diatoms: Optional.

g. Specimens of red and brown forms should be in every laboratory for illustrative material. These need not be studied in the laboratory but should be included in the discussion of algae.

XVI. The Fungi.

a. The yeast, emphasizing structure and content of the cell, reproduction, and making clear how the life processes common to all living organisms are carried on. Emphasize also the relation of the yeast plant to fermentation and breadmaking.

b. Bread mould grown by students.

Emphasize the structure of the tangled mass (mycelium), the specialized hyphea, asexual and sexual reproduction, digestion and absorption of food and economic importance.

c. Other economic fungus plants such as poisonous and nonpoisonous mushrooms, chestnut blight, plum rot, cabbage yellow, potato blight, may form a part of the class discussion.

d. Bacteria.

1. Preparation of culture media for growth of bacteria.
2. Exposing steril petri dishes in various places about the school and (optional), in various business places about the city. The latter proves to be very interesting.

3. Brief microscopic study of the forms of bacteria.
4. Conditions necessary for growth and the rapidity of multiplication.
5. Relation of bacteria to disease. This introduces such terms as vaccination, serum treatment, toxins and antitoxins, distinfectants, and antiseptics.
6. Bacteria in relation to soil formation.
7. Bacteria in relation to decay.
8. Bacteria in relation to the home.

Studies 1, 2, and 4 should be correlated with home economics. Life and works of Pasteur, Robert Koch and Edward Jenner should be discussed.

e. Optional: Life cycle of wheat rust.

XVII. The Moss.

Complete life cycle to show both sexual and asexual methods of reproduction.

XVIII. The Fern.

Complete life cycle to show both sexual and asexual methods of reproduction. Drawings should be made carefully labeled of all parts of both generations. If the time is limited a choice between the moss and the fern may be made, but there are interesting comparative studies to be made between the two, and their similarity gives students a better understanding of the idea of alternation of generation.

XIX. The Flower.

a. Determine the structure and function of the parts of a simple type of flower. If this has been done in a previous science this will only need to be reviewed.
b. Make a comparative study of several types of flowers, pointing out homologies and special adaptations for the different types of pollination. Correlate this study with what has been learned in connection with insects.
c. Types of infloresence should be observed. The amount of time given to this study should be dependent upon the time available.

XX. Fruits.

a. In their relation to the plant.
b. In their relation to developing seeds.
c. Comparative study of adaptations of fruits for seed dispersal.
d. Fruits as food for man.

XXI. The Seed and Germination.

a. Study the lima castor bean for external features and embryos.
b. Compare with a similar study of the fruit of the corn.
c. Experiments to study the conditions necessary for growth such as soil, moisture, temperature, air, light and food.
d. Test various seeds for the nature of their food content and determine how this food is converted into a usable form by the plant.
e. Seeds as food for man.
f. Plant propagation and plant breeding discussed in c of XI may be reviewed here.

XXII. The Root.

- a. To determine the gross structure carefully remove a young bean or corn seedling and determine the primary and secondary roots, the root hairs, root cap and region of growth.
- b. Optional: Microscopic demonstration of root to show cell structure of root and root cap. (Tradescantia is good for this study.)
- c. Function of roots.
- d. Application of the phenomenon of osmosis to absorption.
- e. Types of roots.
- f. Their uses to man.
- g. Demonstration to show the region through which liquids rise.
- h. Demonstration to show the response of roots to gravity.

XXIII. The Stem.

- a. Microscopic study of the cross sections of a monocotyledonous and dicotyledonous stem.
- b. Comparative study of monocotyledonous and dicotyledonous plants.
- c. Detailed study of the structure and function of the fibrovascular bundle.
- d. Demonstration to show the region through which liquids rise.
- e. Kinds of stems.
- f. Function of stems.
- g. Uses of stems to man.
- h. Adaptations of stems.
- i. Propogation of stems.

XXIV. The Leaf.

- a. External structure of the leaf.
- b. Microscopic study emphasizing the stomata on the lower epidermis.
- c. Detailed study of the food making process, digestion, assimilation, respiration and transpiration as carried on in the leaf.
- d. Photosynthesis.
  - 1. Carbon dioxide and water as raw products.
  - 2. Source of these and how they enter the plant.
  - 3. Demonstrate the necessity of light for this process.
  - 4. Why place the plant in a dark room?
  - 5. Demonstration to show the necessity of chlorophyll.
  - 6. Demonstrate to show the liberation of oxygen. (Use elodea on an alga.)
- e. Demonstration of transpiration by leaves.
- f. Discussion of respiration, and compare with photosynthesis.
- g. Adaptation of leaves.
- h. Leaves as a source of food, medicine, shelter and clothing.

XXV. Forests.

- a. Economic value of forests.
- b. The value of forests in drainage.
- c. The value of forests in soil formation.
- d. Our natural reserves and why they should be extended.
- e. Protection of our native trees and observance of arbor day.

- f. Destruction of forests.
    - 1. By fire.
    - 2. By improper lumbering.
    - 3. By insects and fungus diseases.
- g. Forest protection.
    - 1. By reforesting.
    - 2. By establishing national and state parks.
    - 3. By protecting trees from injury.
- h. Forest products.
- i. Identification of our common forest trees.
- j. Forestry as a vocation.

D. Names in Biology With Which Every Student Should be Familiar

William Harvey, Leinwenhoch, Edward Jenner, George Cuvier, Jean Lamarck, Schwann, Schlerden, Max Schultze, Charles Darwin, Thomas Huxley, Louis Pasteur, Robert Koch, Sir Joseph Lister, Elias Metchinkoff, John Muir, Gregor Mendel, Hugo de Vries, John Burroughs.

E. Reference Books

Sternberg, George M.—*Inflection and Immunity* (G. P. Putmans)
Thompson, J. Arthur—*The Outline of Science* (G. P. Putmans)
Science Old and New
Transeau—*Science of Plant Life*
Dorsey—*Why We Behave Like Human Beings*
Reed—*Flower Guide* (Doubleday-Page Co., Harpers)
Reed—*Bird Guide* (Doubleday-Page Co.)
Natural Guide to the Americas (The Williams and Wilkins Co.)
Wheeler—*Ants* (Columbia University Press)
Hodge—*Nature Study and Life*
Britton—*North American Trees* (Ginn and Company)
Judd—*Psychology of High School Subjects* (Ginn and Company)
Flora of N. E. U. S. (Britton and Brinn 3 vol.)
Ganong—*Teaching Botanist* (Macmillan)
Reorganization of Science in Secondary Schools (U. S. Bureau of Education, Washington, D. C., Bulletin No. 26, 1920)
Logmans—*Teaching of Biology in Secondary Schools*
Woodruff—*Biology* (Macmillan)
Conn—*Bacteria, Yeast and Mold* (Linn and Company)
Ganong—*College Botany* (Macmillan)
Hegener—*College Zoölogy*
Pacher Haswell—*Text Book in Zoölogy* (Macmillan)
Dugger—*Plant Physiology*
Greenberg—*Biology* (Ginn and Company)
Fernald—*Economic Insects*
Fabre—*Insect Behavior, 14 vols.* (Dodd Mead & Co.)
Comstock—*Handbook of Nature Study* (Comstock Publishing Co. Ithaca, New York)
Chapman—*Handbook of Birds of Eastern North America* (D. Appleton & Co.)
Pearson, Brimley and Brimley—*Birds of North Carolina* (The Audubon Society of North Carolina)
Smith—*Fishes of North Carolina* (Geological Survey)

Comstock—*Introduction to Entomology* (Comstock Publishing Co., Ithaca, New York)
Stokes—*Aquatic Microscopy for Beginners* (John Wiley & Sons)
Reece—*Economic Zoölogy* (Blakeston)
Locy—*Biology and its Makers* (Henry Holt & Co., New York, N. Y.)
Lutz—*Field Book of Insects* (Putman's Sons)
Coker—*Trees of North Carolina* (Published by Author)
Commonest Trees of North Carolina (N. C. Geologic Survey)
Blanchan—*Bird Neighbors*
Nature's Garden—*Blanchan* (Doubleday Page Co.)
Blanchan—*Nature's Garden* (Doubleday Page Co.)
Manual of Botany of Northern United States
Gray's Handbook of Botany (American Book Co.)
Twiss—*Science Teaching* (Macmillan)
Bergen and Caldwell—*Introduction to Botany* (Ginn and Co.)
Nature Library—*The Frog Book, The Moth Book, The Butterfly Book, The Insect Book*

F. Magazines

Nature Study
National Geographic
The Science Classroom
Farmer's Bulletins U. S. Dept. of Agr. Write Dept. for list of titles
Scientific American
Science Service Bulletins. National Research Council Bldg., Washington, D. C.

G. List of Apparatus and Supplies

Quality—Minimum requirement for a class of twenty:

10 Tripod Magnifiers
1 Alcohol Lamp, 8 oz.
6 ft. Rubber Tubing, ¼-in.
10 Forceps, heavy
2 Dissecting Needle Handles, metal
12 Dissecting Needles, straight point
12 Dissecting Needles, bent point
12 Test Tubes, 6x¾
2 Test Tubes, hard, 150x19 mm. Net
1 Thermometer, C. & F., 10 to 220° & 30 to 400°, 14"
1 Lactometer, plain
1 Ring Stand, 3 ring
1 Gauze, Wire, 4x4
2 Stirring Rod, 8x¼
1 lb. Glass Tubing ¼-in.
2 Thistle Tubes
2 Beaker, 150 cc.
1 Beaker, 250 cc.
1 Bell Jar
5 Petri Dishes, 100 mm.
6 Flasks, 8 oz.
1 Graduate, cylindrical, 100 cc.
1 Hydrometer Jar, 3x15
6 Bottles, W. M., 8 oz.
6 Bottles, W. M., 4 oz.

6 Bottles, W. M., glass stopper, 4 oz.
2 Evaporating Dishes, No. 0
24 Vials, No. 5
30 Corks, No. 10
6 Corks, No. 20
6 Corks, No. 15
10 Corks, No. 8
2 Rubber Stoppers, 2 hole, 4 oz. bottle
2 Rubber Stoppers, 1 hole, 4 oz. bottle
1x1 lb. Hydrochloric Acid
1x1 lb. Nitric Acid
1x1 oz. Iodine Solution
1x1 oz. Potassium Iodine
1x4 oz. Ether
1x1 oz. Caustic Soda Sticks
1 Tube Litmus Paper, blue (100 strips)
1 Tube Litmus Paper, red (100 strips)
1x1 lb. Alcohol, denatured
1x1 oz. Pepsin
1x1 lb. Sodium Chloride
1x1 oz. Calcium Phosphate, C. P.
1x4 oz. Agar Agar
1x4 oz. Grape Sugar
1x1 lb. Copper Sulphate
1x1 lb. Sulphur, powdered
1x4 oz. Potassium Chlorate
1x1 oz. Manganese Dioxide, C. P.
1x1 lb. Zinc, granulated
1x1 lb. Marble Chips
1x1 oz. Potassium Cyanide
1 Microscope, 2 eyepieces, circular double nosepiece. 2 objectives, 4mm. & 16 mm.
½ gro. Slides, blank; 25 mm. x 75 mm.
½ oz. Cover Glasses, No. 2 Round, 18 mm.
1 Section Razor

H. State Approved Textbooks

Bailey and Green—*Laboratory Manual to Accompany Biology for High Schools* (Allyn)
Blaisdell—*Exercise and Review Book in Biology* (World)
Hodge and Dawson—*Civic Biology* (Ginn)
Hunter—*New Essentials of Biology* (American)
Hunter—*Laboratory Problems in Civic Biology* (American)
Moon—*Biology for Beginners* (Holt)
Peters—*Laboratory Guide in Biology* (Iroquois)
Sharp—*Laboratory Manual in Biology* (American)
Smallwood and others—*Biology for High Schools* (Allyn)

PHYSICS

A. Introductory Statement

The fact that the physical sciences of the past twenty years have made so little appeal to the average high school student is indicative of a necessity for the reorganization of these courses. Certainly with the almost phenomenal advance of this science with the discovery of the electron, the advance of the theory of relativity, the recognition of radioactivity, the mastery of rapid and long distance telephone and telegraph transmission, physics should stimulate and retain the interest of every normal boy and girl. And so it seems today that if the physical sciences are to arouse and maintain the interest of our boys and girls they must break with past methods of presentation and develop courses along new lines. Surveys have been made and much time spent in an attempt to discover the basic reason for this lack of interest. The consensus of opinion is outlined in Bulletin No. 26, 1920 on Reorganization of Science in Secondary schools and briefly is as follows: (1) The content has been too largely that handed down by tradition through textbooks, which were largely based on the logical organization of subject matter, neglecting the interests of pupils and laws of learning. (2) The teaching of the past has too frequently assumed that a principle may be readily grasped if only it be once stated in clear language and illustrated by a few examples, and that it may then be generally applied with comprehension and completeness. It is now recognized that principles may be best arrived at and comprehended through solving problems. Through the guidance of the teacher, students should be made to realize that the generalizations with regard to physical phenomena should be arrived at and comprehended by their own mental processes. In order that these generalizations may become a part of the individual, to be used at a moment's command, the student must repeatedly witness the operation of them until the principle can be transferred to any place where it may be applied. Too often the classroom work and the laboratory have not been closely related, thus prohibiting the student from obtaining this practical experience.

It is not the purpose of this report to formulate a course of study which should be strictly adhered to. In this, as in all other courses of study, individual freedom on the part of the teacher should be enjoyed. As suggested in the national report, the teacher should make an accurate survey of the physical facts and phenomena of his particular locality as they are exemplified through industry and occupation. "These facts and phenomena should then be analyzed and classified with reference to the principles of physics that underly them, with reference to the wideness and frequency of their uses and with reference to the interest and teaching utility of the projects arising from them." In all cases they should be chosen so as to embrace as wide a range of physical phenomena as possible. Once organized the study of these phenomena should be approached from the standpoint of unit instruction as either individual or class projects. This method "instead of consisting of certain sections or pages from the textbook, or of a formal laboratory exercise should consist of a definite question, proposition, problem or project, set up by the class or teacher."

The laboratory work, class conference, notebooks, demonstrations, excursions, reports, clubs, etc. follow the suggestions offered in the general introductory outline. For a more detailed account of the reorganization of physics in the high school consult Bulletin No. 26, 1920, Reorganization of Science in Secondary Schools.

B. Aims in Physics

1. To fit the subject to the pupils rather than to fit the pupils into the difficult presentation of the theoretical and mathematical phases of Physics.
2. To enable the pupil to seek knowledge which is valuable in life situations, rather than mere information soon forgotten.

3. To teach a scientific explanation of the phenomena that occur in the physical world.
4. To stimulate the pupil to do some thinking on his own account about the how's and why's of the physical world in which he lives.
5. To develop the powers of scientific observation, scientific investigation, and scientific imagination.
6. To develop a more adequate conception of truth and a confidence in laws of cause and effect.
7. To develop those scientific ideals that help to motivate the great discoveries and achievements in physics by teaching biographies of men who made sacrifices to establish scientific truths.
8. To develop tastes and appreciation for scientific pursuits either vocations or avocations by showing the importance of physics in modern industry.
9. To train pupils in making correct measurements and drawing proper conclusions.
10. To discover if a pupil has an aptitude for the study of Physics and if so to encourage him to go further in the subject.

This statement of aims was taken largely from Bulletin No. 26, U. S. Bureau of Education.

C. Suggested Unit Topics for Physics

Measurement, Density, Solids, Liquids, Gases, Force and Motion, Work and Heat, Energy, Magnetism, Electricity, Dynamos, Motors, Electrolysis, Batteries, Sound, Light, Color, Radioactivity.

D. What the Student Should be able to Define, State, Explain, Illustrate or Give Formula for at the End of the Year

1. All tables of the metric system and give English equivalents of fundamental units.
2. Paschal's and Archimedes' Principles with applications.
3. Density and specific gravity with applications.
4. Kinetic molecular theory of matter with proofs.
5. Laws of falling bodies and of the pendulum.
6. Newton's laws of motion.
7. Force, work, power, energy, momentum, parallelogram of force, speed, acceleration, friction, types and laws of machines.
8. Fahrenheit, centigrade and absolute temperatures.
9. Calorie, B. t. u., specific heat, latent heat of fusion and evaporation, coefficient of expansion, transfer of heat by all methods, ventilation, equivalence of heat and work, the steam engine, the gas engine, boilers, heating systems.
10. Theory of magnetism, lines of force, field of force, poles, induced magnetism, permeability, declination, inclination, agonic line, isogonic lines.
11. Theory of electricity, methods of producing electricity, (static and current). Voltaic and storage cells, parallel and series connections of cells and conductors, laws of conduction.
12. Oersted's and Henry's discoveries, Ohm's law.
13. Couloumb, volt, ampere, ohm, watt, etc.
14. Voltmeter, ammeter, Wheatstone's bridge, wattmeter.
15. Induction coil, transformer, rheostat, electromagnet, telephone, telegraph, condenser, bell.

16. Principle of dynamo and motor with ability to trace currents and connections, commutator, armature and field windings.

17. Back E. M. F., eddy currents, insulation.

18. Alternating currents, cycle, phase, power transmission, induction motor.

19. Electric heat formula, electrolysis, radio phone and telegraph, electric lighting.

20. Sound, production, speed, length and frequency laws, amplitude, pitch, overtones, reflection, intensity, resonance, echoes, beats, sympathetic vibrations, laws of strings and resonance tubes, musical scales and musical instruments.

21. Light, theory, speed, illumination, efficiency of lamps and illumination, photometer law, mirror and lens formula, construction of telescope, microscopes, cameras, projection lanterns, spectroscope.

Fifty to sixty experiments illustrating the laws and applications of physics should be performed.

But few teachers in nine and ten months schools will be able to accomplish the work suggested above in a thorough manner. Shorter term schools will seldom be able to cover it all with satisfactory results. If students have a thorough and permanent grasp on seventy-five per cent of the suggested work with some idea of the remainder, the work may be considered as satisfactorily done.

The teacher will have to use his own judgment, the desires of the students, the equipment on hand, and local conditions in determining what shall be touched lightly or omitted.

In general, sound, mirrors and lenses, heat experiments, and static electricity will be found least practical if not least interesting and thought provoking. These should be touched upon lightly at least.

E. Outline of Work by Weeks

The teacher who does not care to follow this exact outline should prepare an outline at the beginning of the year and adhere to it with but little deviation. The following outline will allow for enough variation to meet all conditions.

First semester—(1 to 2 weeks)

Measurements. Teach metric system perfectly in all of its details. This will avoid a great deal of misunderstanding and loss of interest later in the year and make the work much easier for all concerned.

First semester—(3-4-5)

Archimedes' and Pascal's principles with applications. Density, specific gravity, gas laws, barometry, pumps. Molecular and kinetic theory of gases.

First semester—(6-7-8-9-10)

Force and motion, machines, work, power, energy, momentum, the pendulum, falling bodies, parallelogram of force.

First semester—(11-12-13-14-15)

Heat, thermometry, specific heat, transmission of heat, heating and ventilation, heat engines, heat and work.

First semester—(16)

Review and tests. Complete to magnetism if possible.

Second semester—(1-2)

Magnetism and static electricity.

Second semester—(2-3)

Battery currents and magnetic effects of currents.

Oersted's and Henry's discoveries, Ohm's law, conductors and laws of conduction, battery formulas.

Second semester—(4-5)

Electric units of measurement and measuring instruments. (The student should be familiar with the structure and principle of every instrument used.) Induction coil, induction.

Second semester—(6-7)

Generators and motors, armature and field windings, commutator.

Second semester—(8-9)

Alternating currents, transformers, power transmission, wiring for lights and power. Electric heating, electrolysis, and the storage battery.

Second semester—(10-11)

Sound, musical scales, musical instruments, laws of vibrating strings and air columns, acoustics.

Second semester—(12-13-14)

Light, theory, illumination, methods of lighting, mirrors and reflectors, lenses, light instruments as the telescope, microscope, camera, spectroscope.

Second semester—(15)

Radio.

Second semester—(16)

Review and tests.

Note. Indiana High School Manual, pp. 170-71.

F. References for Teachers

Reorganization of Science (U. S. Bureau of Education, Washington, D. C.)
The Teaching of Physics (Macmillan)
Twiss—*Science Teaching* (Macmillan)
Woodhull—*Teaching of Science* (Macmillan)
Judd—*Psychology of High School Subjects* (Ginn and Co.)
Rush, A. D.—*How To Teach Physics*

G. Reference and Library Books

McCabe, Joseph—*The Marvels of Modern Physics* (G. P. Putnam)
Papin—*From Immigrant to Inventor* (Scribners)
Collins—*Popular Science Library Volumes*
Lectures on Ten British Physicists (J. Wiley & Sons)
Hodge—*Pioneers of Science*
Burns—*Stories of Great Inventions*
Holland—*Historic Inventions*
Johnson—*Modern Inventions*
Butler—*Household Physics*
Williams—*How It Works*
Williams—*How It Is Done*
Williams—*The Wonders of Science in Modern Life*
Kennelly, Moffatt—*Wireless Telegraphy and Telephony* (Yard & Co.)
Collins—*Popular Science Library 18 volumes*
Millikin—*The Election*

MAGAZINES

Popular Science Monthly (Modern Pub. Corp., 225 W. 39th St., N. Y.)
Scientific American and Scientific Am. Supplement (Munn & Co., N. Y.)
Science and Inventions (233 Fulton St., N. Y.)
Wireless Age (42 Broad St., N. Y.)
Literary Digest (Funk and Wagnalls)
The Science Class Room (Popular Science Pub. Co.)

H. List of Apparatus and Supplies

MINIMUM LABORATORY LIST FOR PUPIL'S EXPERIMENTS

Quantity	*Description*
1	Meter Stick
3	Spring Balances, 2000 grams
1	Balance
1	Set Weights, in block, 1 gr.-500 gr.
1	Vernier Caliper
1	Pulleys, single
2	Pulleys, triple
1	Inclined Plane, with graduated arc
1	Hall's Car, for plane
1	Composition of Force Board
1	Aluminum Cylinder
1	Specific Gravity Bottle, 25 cc. adjusted
1	Hydrometer Universal
1	Hydrometer Jar, 3x15
1x1 lb.	Mercury
2	Ringstands, No. 3, 3 rings
1	Clamp Holder, swiveled
1	Condenser Clamp
1	Protractor Brass, 4½ in.
1	Graduate, 100 cc.
2	Bunsen Burner (if no gas is available specify, 2 5330 Alcohol Lamps, 8 oz.
1	Resonance Tube, 18x1½ in.
1	Photometer
1	Standard Candle
1	Candle Holder, 4 candles
12	Candles
1	Optical Bench
1	Lens Support (extra)
1	Mirror Support
2	Lens, convex, 1½ in., 4 in. focus
1	Lens, convex, 2 in., 20 in. focus
1	Lens, concave, 1½ in., 4 in. focus
Quantity	*Description*
1	Centigrade Thermometer, C. & F. 110 degrees C.
2	Calorimeters, 3x5
1	Steam Generator
1	Linear expansion apparatus
½ lb.	Aluminum Pellets
½ lb.	Lead Shot
1	Mechanical Equivalent of Heat Tube
1	Voltaic Cell, student demonstration form with extra elements and porus cup
2	Bar Magnets, 6 in.
1	Horseshoe Magnet, 4 in.
2	Magnetic compasses 10 mm.
1	Magnetic compass high grade 50 mm.
1	Galvanometer frame, with 3 windows
4	Daniel Cells, gallons (or other source of direct current for exp.)
3 lbs.	Copper sulphate, for dem. cells
2 lbs.	Zinc sulphate, for Daniel cells
1	Volt Ammeter, 10 volts or amperes in tenths
1	St. Louis Motor
1	Field Magnet, for St. Louis motor
1	U-Shaped Magnet
2	Push buttons, hardwood
2	Electric Bells, 2 in.
1	Magnetic Needle
2	Friction Rods, glass
2	Friction Rods, vulcanite
1	Electroscope
1	Electrophorus
1	Archimedes Principal App.
1	Glass model hydraulic press

Quantity	*Description*	*Quantity*	*Description*
1	Glass model lift pump	1	Osmosis Apparatus
1	Glass model force pump	1	Barometer Tube
1	Air pump, exhaust and compression	1	Barometer, aneriod
		1	Optical disk
1	Air pump plate, with connections	1	Set demonstration lenses
		1	Ball and ring
1	Bell Jar, 2 gallons	1	Electrolysis apparatus
1	Hand and Bladder glass	1	Telegraph Set
1	Condenser Liebig, 15 in.		

GENERAL STOCK

1	Funnel glass, 3 in.	6	Beakers, 250 cc.
2 lbs.	Glass tubing, ¼-in.	3	Flasks, 16 oz.
12 ft.	Rubber tubing ¼ in.	3	Flasks, round bottom, 8 oz.
48	Test tubes, 6x¾	1	Test tube holder
1	Test tube rack	1	Blow pipe, brass 10 in.
12	Rubber Stoppers, 2 hole, 2 No. 10, 2 No. 8, 2 No. 6, 2 No. 4, 2 No. 2	1 lb.	Sulphuric acid
		1 lb.	Nitric acid
		1	Hydrochloric acid
144	Corks, assorted	2 lbs.	Copper sulphate
1	Set Cork Borers	1 lb.	Zinc sulphate

I. List of State Approved Textbooks

Black and Davis—*Practical Physics, Revised* (Macmillan)
Brechner—*Household Physics* (Allyn)
Carhart and Chute—*Practical Physics* (Allyn)
Dull—*Essentials of Modern Physics* (Holt)
Good—*Laboratory Projects in Physics* (Macmillan)
Higgins—*Introductory Physics* (Ginn)
Hoadley—*Essentials of Physics, Revised* (American)
Lynde—*Physics of the Household* (Macmillan)
Millikan and Gale—*Practical Physics* (Ginn)
Tower and others—*Principles of Physics* (Blakiston)

CHEMISTRY

A. Introduction

Chemistry is by its very nature an experimental science and while the exact method of presentation pursued will depend largely upon the individual teacher, indications are that the most successful results are obtained through the project method based upon the fundamental units underlying the general principles of the course. Chemistry, like physics, has not appealed to the average student as the inherent nature of the course justifies. As pointed out in Bulletin No. 26, 1920, on Reorganization of Science in Secondary Schools in general the courses have adhered too closely to the traditional outline of some chosen text. Chemical theories and generalizations have usually been taught as such and their applications in industry and daily life have been presented largely as illustrative material whereas this order should be reversed. Laws and theories should be approached through experimental data obtained in the laboratory and through applications with which the pupil is already familiar and in which he has some real interest. Pupils like to make things; they like to see changes take place before their very eye rather than read about them. A pop, a sizzle, a bursting into flame grips the interest of every boy, at least.

The organization of the chemistry courses should command the most careful and thoughtful attention of the teacher. The subject marks a definite departure from all previous fields of learning. The student enters a new and unexplored land. One of the first things that the student of chemistry must do is to learn the language of this foreign land because it is by means of this language that the results of his experiments are to be recorded and apprehended. Surrounded by this mass of strange ideas and terms there is grave danger of the student becoming bewildered and finally discouraged, therefore the successful teacher of chemistry will see to it that new ideas are not presented too rapidly. A slow beginning will pave the way for a more rapid and comprehensive ending. Briefly stated "the first semester's work should be, in a measure, a course in chemical interpretation: it should ground the pupil in the main processes and operations of the course; it should equip him with a workable knowledge of the subject; it should drill him in the manner of expressing results in this language; and it should prepare him for a clear understanding of the practical phases of the subject expressed in technical terms." Thus equipped the student is able to approach in a real scientific way a study of the practical applications of the course as found in the home, in industry, and on the farm.

The National Bulletin on The Reorganization of Science in Secondary Schools points out that, "in organizing science on a unit basis the larger units should be employed because they show broad relations and secure the right sort of organization in the mind of the pupil." For an illustration of this principle consult the above named bulletin, pages 42 and 43.

The report makes no attempt to outline a definite set of units but a few suggested topics might prove helpful.

B. Aims in Chemistry

1. To develop powers of observation and teach methods of scientific investigation and scientific imagination.
2. To give information of a definite value that the pupil can apply to his own experience.
3. To enable pupils to realize the importance of chemistry in modern life and the industries.
4. To help the pupils find themselves, that is to discover whether they have an aptitude for further study in chemistry and if so to encourage each student to continue their study of science in college.
5. To emphasize the lives and works of those persons who have been leaders in scientific endeavor and especially those who have made great sacrifice to establish scientific truths.

C. Vitalizing the Study of Chemistry

For a beginner in Chemistry it is more essential to emphasize the fundamental nature of chemistry than that an effort be made to comprehend all the details of the science. Certain definite information is necessary because it is an exact science, but the more puzzling theories, the less important compounds, and all but the simplest problems can well be postponed for those who expect to enter into some phase of chemistry or chemical engineering as a profession and omitted for others.

The method pursued in most of the textbooks is somewhat stereotyped. The usual method of presenting the elements is to give some paragraphs on the history, occurrence, preparation, physical and chemical properties, various compounds, and uses. To be sure this is a systematic method, but it hardly arouses curiosity or promotes a vital interest in the subject. If the subjects can be made to touch life at more points, so that the pupil can appreciate its relation to most of the affairs of life, they will appeal to his investigative mind and not be a dry catalogue of scientific facts and formulas.

Too many of the first texts attempt to cover the whole field of chemistry, even to the deeper theories of physical chemistry. Such a book does not appeal to the pupil, because his experience is not yet broad enough to grasp the value of such subjects as equilibrium, mass action, the phase rule, thermodynamics, and free energy.

To vitalize the subject the class work should be freely illustrated with instructive experiments. If a few bottles of oxygen should be prepared and its properties illustrated with the assignment on this subject, the pupil will have an eagerness to read all the book says about oxygen because oxygen is real in his mind and not an imagination. Then on the following class period the mind of the pupil can easily be led on into some of the less obvious nature of oxygen, as for example combining weight, molecular nature, and the practical usefulness of the element.

Throughout the course certain central themes will constantly be developing and recurring. Such themes are called unit topics. These are the important ideas of the science. The isolated element or compound method of study suggests a catalogue. In an orchestra each instrument does its work as an individual, but with all working together certain themes and harmonies become apparent which make the great symphony. Among the important unit topics which weave themselves throughout the science are about a dozen laws, theories, and hypotheses. Some of the more important of these are the laws of the conservation of matter and energy, of definite and multiple proportion, the atomic, molecular, and ionic theories, and Avogadro's hypothesis. The idea of atomic weights and the periodic arrangement of the elements in the table should be introduced early and the chart should be on the wall for daily reference. No achievement in chemistry equals the value of the periodic table for a comprehensive grasp of the whole science, therefore acquaintance with it should be early and constant.

The idea of valence can best be studied by constant reference to the table. The group notion becomes fixed in the mind. We study everything else by groups. It is natural for the child to see that since sodium, potassium, and lithium atoms are alike in other respects, they would likely be alike also in their power of combining with other atoms. Valence can be likened to hands. Atoms of elements of groups 1 and 7 have only one hand each and can consequently grasp but one hand or atom of another element. Atoms with two hands can grasp the one hand of two one handed atoms. Groups 2 and 6 contain elements whose atoms have two hands each. When these hands are filled, everything is satisfied and a stable body results.

The equations of acids, bases, and salts (when the substance is dissolved in water) may easily be understood in regard to their reactions by writing each formula with plus and minus marks above the two ions of the formula, e.g. $\overset{+}{Na}\,\overset{-}{Cl}$, $\overset{++}{Na_2}\,\overset{--}{SO_4}$. It should always be kept in mind that the positive part of the formula is always written first and that the positive charge on solution always rests on the one element at the first of the formula. The only positive radical is the NH_4 group in ammonium compounds. The pupil soon realizes that if a reaction occurs it always consists in the union of the positive of one compound with the negative of the other compound. Two illustrations follow:

$$\underbrace{\overset{+}{\mathrm{H}}\overbrace{\overset{-}{\mathrm{Cl}} + \overset{+}{\mathrm{Na}}}\ \overset{-}{\mathrm{OH}}} \longrightarrow \underset{(\mathrm{H_2O})}{\mathrm{HOH}} + \mathrm{Na\ Cl}$$

$$\overset{++}{\mathrm{Ba}}\ \overset{--}{\mathrm{Cl_2}} + \overset{++}{\mathrm{Na_2}}\overset{--}{\mathrm{SO_4}} \longrightarrow \mathrm{BaSO_4} + 2\ \mathrm{NaCl}$$

Not only does this plan simplify the matter of working out equations but it early introduces the pupil to the great ionic theory (which theory has certain very important defects, but with its imperfections it more nearly explains more chemical reactions than any other theory).

The manner of determining molecular weights is fascinating to the pupil who has been taught in such a way as to love the insight into natural phenomena. The manner of determining molecular weights is not difficult when the pupil realizes that the methods are different for matter in the three phases. Thirty-two has been accepted as the molecular weight of oxygen, inasmuch as each of the five ordinary gaseous elements have each two atoms in the molecular, and the atomic weight of oxygen has been arbitrarily assigned as 16 so that hydrogen may have as much as 1 unit for its atomic weight. Now to get the molecular weight of oxygen we find out how much volume of oxygen is needed to weigh as many grams as there are units in the accepted molecular weight (32 units). This volume has been carefully determined as 22.4 liters. Now Avogadro's hypothesis asserts that equal volumes of gases contain equal numbers of molecules. Hence, all that is necessary to deteremine the molecular weight of any gas is to find the weight in grams of 22.4 liters.

For a liquid we volatilize a weighed amount of the liquid and get the volume of gas it makes. From this data we find how many grams 22.4 liters of this gas weighs. For a solid we dissolve a small weighed amount of the solid in a liter of water and find how much the freezing point is lowered or the boiling point is raised. It is known how much they should be changed for molar concentrations for non-electrolytes. A proportion can be worked out to obtain the molecular weight. If the pupil feels that he is assisting in doing one of the great classical experiments he will take a delight in attempting to obtain correct results. The introduction of a few of these fundamentally scientific experiments gives tone to the laboratory exercises and prevents this important part of the work from becoming a humdrum. For after all the real place to learn science is with the phenomena themselves, however much aid textbooks and reference books may be.

Children's minds are inquiring. Chemistry is a search. These facts should make chemistry one of the most appealing subjects for the child if it is properly taught. Children ask questions of others and of themselves. They want to know what makes bread rise, what are the elements of plant food which makes them grow, how is glass made, where does gasoline come from, why does mortar set, how is iron extracted from the ore, where does rubber come from? These questions give the opportunity for an introduction into the various chemical industries and their vital relation into human comfort and welfare.

D. Suggested Field Trips

Visits to:

- a cigaret factory
- a towel mill
- a wood pulp mill
- a water plant
- a gas plant
- a soda pop factory
- an ice plant
- a maple sugar factory
- an aluminum plant
- a pottery plant
- a mica mine
- a feldspar mine
- an iron mine
- a granite quarry
- an oil mill
- a fertilizer plant

E. Films for Use in Chemistry Instruction

- The Blast Furnace and Pig Iron
- Steel
- Petroleum
- Sugar Refinery
- Carborundum
- The Manufacture of Aluminum
- The Manufacture of White Lead
- Fixed Nitrogen at Muscle Shoals

Many others may be used and are available through the various sources mentioned under visual instruction.

F. Suggested Topics in Chemistry

- The Atmosphere
- Water
- Chemical equations and solution of problems
- Neutralization
- Clay and its products
- Sodium and its compounds
- Nitrogen and its compounds and the air
- The Halogin family
- Carbon and its compounds
- Fertilizers
- Gaseous and liquid fuels
- Colloids
- Calcium and its compounds
- Explosives
- Paints and Varnishes
- Pigments
- Fertile fibers
- Dying
- Cleaning agents
- Photography
- Food constituents

G. Reference Books and Magazines

Soddy—*The Interpretation of Radium.* G. P. Putnam
Slosson—*Keeping up with Science.* Harcourt Brace Co.
Woodhull—*The Teaching of Science.* Macmillan Co.
Millikan—*The Electron*
Journal of Chemical Education
Chemistry in Agriculture
Chemistry in Industry—Vol. 1.
Chemistry in Industry—Vol. 2.
Chemistry in Industry—Vol. 3.
Slosson—*Creative Chemistry.* The Chemistry Foundation, 81 Fulton St., New York. (Free on Request)
Life of Pasteur
The Amateur Photographer's Handbook, Crowell
How to Make Good Pictures, Eastman Kodak Co.
The Fundamentals of Photography, Eastman Kodak Co.
Elementary Photographic Chemistry, Eastman Kodak Co.
Photography for Summer Camps, Eastman Kodak Co.
The Electron, Millikan
Within the Atom, Mills
Chemistry in Daily Life, H. Grevel & Co., London

REFERENCE BOOKS

Discovery—The Spirit and Service of Science
The Riddle of the Rhine
Medicine in the Age of Chemistry

H. List of Apparatus

This list is arranged as a minimum quantity for a class of six students. Quantities can be as the number in the class, and as the instructor's judgment indicates.

Quantity	*Description*	*Quantity*	*Description*
1	Balance	2	Cork stoppers, No. 8
12	Beakers, 50 cc.	6	Deflagrating spoons
6	Blow Pipes, with tip (blacks)	6	Dishes, porcelain, evap., 3 in. No. 0
12	Bottles, wide mouth, 250 cc.	3	Files, triangular, 4 in.
6	Bottles, narrow mouth, 32 oz.	2 pkg.	Filter papers, 10cm.
		6	Flasks, 4 oz.
6	Bottles, generating, ½ pt.	6	Funnels, glass, 2 in.
1	Brass Weight in Block, 50g to 1 ctg	6	Funnel tubes, thistle top
		1 lb.	Glass rod, size 3/16-in.
6	Burners, Bunsen (or 6 No. 5330 Alcohol Lamps, 4 oz. $2.70)	2 lbs.	Glass tubing, 4 mm.
		12	Glasses, watch, 2 in.
		6	Glasses, watch, 2½-in.
6	Wing tops	2	Graduates, glass cylindrical, 500 cc.
5	Burettes, 50 cc. in tenths		
6	Candles, paraffin sixes	3	Horseshoe Magnets, 4 in.
6	Clamps, Burette	4 oz.	Iron filings
6	Clamps, pinch	1 lb.	Mercury
6	Corks, No. 7	6	Mortars and Pestles, porcelain, 3¼ in., No. 5
36	Corks to fit 100 cc. flask		

Quantity	*Description*
12 shts.	Litmus paper, blue
12 shts.	Litmus paper, red
1	Medicine Dropper
1 ft.	Platinum wire, No. 28
6	Rubber stoppers 2-hole for No. 5100, 4 oz. flask
18 ft.	Rubber tubing $\frac{3}{16}$ in.
6	Sand baths, iron, 4 in.
36	Test tubes, 6x$\frac{5}{8}$
24	Test tubes, 6x$\frac{3}{4}$
24	Test tubes, ignition, 100x16mm.
6	Tongs, crucible steel
6	Troughs, pneumatic, gal. iron, 5x9x12 in.
4 oz.	Wire, copper, No. 18
6	Wire Gauze, iron 6x6 in.
3 sets	Reagent bottles (set of 12)
4 oz.	Wire, No. 18, for triangles

I. Chemicals

Quantity	*Description*
4 oz.	Acid, acetic, glacial
1 oz.	Acid, benzoic cryst.
1 oz.	Acid, citric, cryst.
6 lbs.	Acid, hydrochloric, C. P.
7 lbs.	Acid, nitric
4 oz.	Acid, oxalic, cryst.
1 oz.	Acid, phosphoric (ortho), 85 per ct. C. P.
9 lbs.	Acid, sulphuric, C. P.
1 oz.	Acid, tartaric
4 oz.	Alum, chrome
1 oz.	Aluminum, granular
1 lb.	Aluminum, sulphate
1 oz.	Aluminum Wire, fine No. 30
1 lb.	Ammonium Carbonate
1 lb.	Ammonium Chloride
1 lb.	Ammonium Hydroxide sp. 70 and bot, C. P.
4 oz.	Ammonium nitrate
1 lb.	Ammonium Sulphate
4 oz.	Ammonium Sulphide
4 oz.	Antimony, potassium tartrate, tartar emetic
1 oz.	Antimony, trioxide
1 oz.	Antimony, powd.
1 oz.	Arsenic, trioxide, C. P.
1 lb.	Barium Chloride, cryst.
1 oz.	Barium Dioxide
4 oz.	Benzene, pure
1 oz.	Bismuth
1 oz.	Bismuth Nitrate, cryst.
1 oz.	Bromine
1 lb.	Calcium Carbide, lumps
1 lb.	Calcium Carbonate, marble
1 lb.	Calcium Chloride, gran. for drying tubes
1 oz.	Calcium Sulphate, C. P.
1 lb.	Calcium Oxide, lime
4 oz.	Castile Soap, bars
1 lb.	Calcium Sulphate, native gypsum
1 lb.	Calcium Sulphate, plaster paris
1 oz.	Calcium Sulphate, C. P.
1 lb.	Charcoal, animal
1 lb.	Charcoal, lump
1 lb.	Charcoal, powdered
6	Charcoal, for blow pipe
1 oz.	Cobalt, gran.
1 oz.	Cobalt Nitrate
1 oz.	Copper granulated
1 oz.	Copper nitrate
1 oz.	Copper Sheet, foil
1 lb.	Copper sulphate, blue vitriol
4 oz.	Copper Turnings
4 oz.	Ether
4 oz.	Gelatine, granular
1 oz.	Iodine
1 oz.	Indigo, lump madras
1 lb.	Iron Ammonium Sulphate, ferrous
4 oz.	Iron Chloride, ferric
	Iron nails, 2 in. (Buy locally)
1pkg.	Iron Picture Cord
1 oz.	Iron Powder
1 lb.	Iron Sulphate (ous)
1 lb.	Lead, bar
1 lb.	Lead, granulated
4 oz.	Lead Nitrate, cryst.
1 lb.	Lead Oxide, Litharge
1 lb.	Lead Sheet
1 oz.	Litmus Cubes
10 ft.	Magnesium Ribbon
1 lb.	Magnesium Sulphate
1 oz.	Manganese Dioxide, C. P. powd.
1 oz.	Magnesium Chloride

Quantity	*Description*
1 lb.	Magnesite
1 oz.	Manganese Sulphate
1 lb.	Manganese Dioxide, powdered
1 lb.	Manganese Dioxide, granular
1 oz.	Mercuric Chloride
1 oz.	Mercuric Oxide, red precipitate
4 oz.	Methyl Alcohol
1 oz.	Nickel
1 oz.	Nickel Nitrate
1 lb.	Paraffin (white wax)
1 oz.	Phosphorus, red
1 oz.	Phosphorus, yellow
4 oz.	Potassium Bitartrate (cream of tartar)
1 oz.	Potassium Bromide
1 oz.	Potassium Chlorate, C. P.
4 oz.	Potassium Chloride, C. P.
1 lb.	Potassium Chlorate, powdered U. S. P.
1 oz.	Potassium Chromate, cryst.
4 oz.	Potassium Cyanide
4 oz.	Potassium Dichromate
4 oz.	Potassium Ferricyanide
4 oz.	Potassium nitrate
1 oz.	Potassium Permanganate
1 lb.	Potassium sulphate
1 oz.	Potassium sulphocyanide
1 oz.	Potassic Alum, cryst.
1 lb.	Rosin
2 gms	Silver foil
1 oz.	Silver nitrate, cryst.
1 lb.	Soda lime, granular
1 lb.	Sodium acetate
1 oz.	Sodium amalgam
1 lb.	Sodium bicarbonate
1 lb.	Sodium carbonate, dry C.P.
1 lb.	Sodium carbonate, lumps, "Washington Soda"
1 lb.	Sodium chloride, common salt
1 oz.	Sodium hydroxide, sticks, U. S. P.
1 lb.	Sodium hydroxide
1 oz.	Sodium metal
1 lb.	Sodium nitrate, cryst.
4 oz.	Sodium nitrate, cryst. C.P.
1 lb.	Sodium phosphate (disodium hydrogen phos.)
1 lb.	Sodium sulphate, cryst. "Glauber's Salts"
1 oz.	Sodium thiosulphate, C. P.
1 lb.	Starch
1 oz.	Strontium chloride, C. P. cryst.
1 oz.	Strontium nitrate, C. P. cryst.
1 lb.	Sugar, grape
1 lb.	Sulphur, roll
4 oz.	Tin, bars
4 oz.	Tin, granulated
1 oz.	Urea, cryst.
1 lb.	Zinc, granulated
4 oz.	Zinc, dust
1 lb.	Zinc sulphate, cryst.

J. State Approved Textbooks

Black—*Laboratory Experiments in Chemistry* (Macmillan)

Black and Conant—*Practical Chemistry* (Macmillan)

Bradbury—*A First Book in Chemistry* (Appleton)

Bradbury—*Laboratory Studies in Chemistry* (Appleton)

Brownlee and others—*Elementary Principles of Chemistry* (Allyn)

Brownlee and others—*Laboratory Exercises to Accompany Elementary Principles of Chemistry* (Allyn)

Brownlee and others—*Chemistry of Common Things* (Allyn)

Brownlee and others—*Experiments in the Chemistry of Common Things* (Allyn)

Collister and Walrath—*A Laboratory Guide for Chemistry* (Iroquois)

Cook—*Chemistry in Everyday Life* (Appleton)

Jones—*A Laboratory Study of Household Chemistry* (Allyn)

McPherson and Henderson—*Chemistry and Its Uses* (Ginn)

McPherson and Henderson—*Laboratory Practice in Chemistry* (Ginn)

Newell—*Practical Chemistry, Complete, Including Laboratory Manual* (Heath)

Newell—*Practical Chemistry, Part I, without Manual* (Heath)
Newell—*Practical Chemistry, Part II, Manual Only* (Heath)
Vivian—*Everyday Chemistry* (American)
Gray, Sandifer and Hanna—*Fundamentals of Chemistry* (Houghton)

GEOGRAPHY

A. Introduction

In the curricula of the reorganized high school, provision is made for the teaching of Geography. The plan contemplates that the subject will be taught in the third year, Physical Geography in the first semester, and Commercial and Industrial Geography in the second semester, or a combination of the two throughout the year.

This subject is frequently classified with the social sciences, particularly in early high school, and sometimes with the pure sciences. There is very little doubt about the worth-whileness of the subject, and its appropriateness as a subject to be pursued in the high school. When taken along with General Science, Biology, Physics and Chemistry, Geography tends to round out the science course in a very satisfactory manner.

High School Geography has been humanized to a great extent within the past few years. In the teaching of the subject it is now generally recognized that emphasis should be placed upon the "influence of geographical environment upon man's mode of life, and upon his principal activities."

In providing for the teaching of Physical Geography in the first semester of the third year, it is not meant to suggest that this phase of geography should be completely divorced from Commercial and Industrial Geography. Many good teachers of geography agree with R. H. Whitbeck in his statement: "Until a few years ago the geography of the secondary school was either physical geography or commercial geography; but thus to separate the two is to rob each of its complement. If the large facts of economic geography are not traced back to the physical *causes* upon which, in a degree at least, they rest, and if the facts of physical geography are not carried forward to some of the great human consequences which arise from them, then each falls short of its possibilities. Geography is not simply a study of the physical environment of man, nor is it simply a study of selected human activities; rather is it a study of both *plus* their interrelation."

B. Subject Matter or Content

The content or subject matter of the course in geography is indicated in the books adopted for use in the high school. It will be found that the discussion includes such topics as the following: The earth as a planet; general features of the earth, changes in the earth's crust; rivers and river valleys, plains, plateaus, and deserts; mountains; volcanoes, earthquakes and geysers; glaciers and the glacial periods; lakes and swamps; the ocean; shore lines; the atmosphere; winds and storms; weather and climate; distribution of plants and animals; rivers of the United States; physiography, particularly of the United States.

In teaching the topics suggested in physical geography it is expected that due regard will be had for relative values, and that, therefore, more emphasis will be placed upon some topics than others. For example, less emphasis (and therefore less time) will be placed upon *Glaciers* than upon *Weather* and *Climate*. Or, again, icebergs are not particularly important, even though a collision with one caused the sinking of the Titanic.

C. Methods of Teaching

In handling the subject matter in geography the same degree of teaching skill should be used as that which characterizes good teaching in other subjects. The problem or project method may be used to considerable extent. Much use should be made of directed study. In this subject of geography skillful use should be made of the question and answer method, the discussion method.

The adopted textbooks have provided problems, exercises, and questions which call for comparison, observation, reasoning, judging and generalizing.

The teacher will find various exercises which will afford an opportunity to give the pupils experience in topical recitations, in the use of reference books and in making excerpts, abstracts and summaries of portions of the text.

D. Laboratory

A geography laboratory can be equipped at small expense. If a separate room is not available, fit up one regular recitation room as a *Geography Classroom.*

The exercises in the adopted textbooks will suggest abundant laboratory exercises. Many of the topics are adaptable to laboratory treatment.

The pupil *must have* a manual or a good permanent notebook.

The work *must be* on a double period basis, that is, three recitation periods, and two double periods for laboratory work, making a total of seven periods per week with five credits, or one unit for the year's work.

Field work is one form of laboratory work. To make field trips contribute to the pupil's training and knowledge; it will be necessary for the teacher to plan such trips with the greatest care and definiteness. In almost every instance, the teacher should have covered the ground before taking a trip with the students. Such procedure will save time and conduce to more effective effort on the part of students. The teacher must not rely on general knowledge and inspiration. He must know what he will find in any given locality.

ILLUSTRATIVE MATERIAL

A museum can be built up at a moderate cost. The collections made should include (a) photographs, half-tones, and any attractive pictures; (b) collections of illustrated pamphlets, magazines and newspapers, such as those issued by the Bureau of the Federal Government, Washington, D. C. Publications of the U. S. Geological Survey, the Department of Agriculture, and the Biological Survey. Weather Bureau reports are sent out by the Department of Agriculture, Washington, D. C. (c) Collections of mineral resources, North Carolina has a great variety of minerals, and a good supply can be collected at slight expense. (d) Advertising materials of all kinds. Materials such as folders, guides, and posters may be secured from the various railway systems of the country. Those railroads operating in North Carolina—Southern, Seaboard Air Line, Atlantic Coast Line, and Norfolk-Southern and others should be asked to furnish all available materials. Write to the following State Departments, Raleigh, N. C. for the materials suggested:

State Highway Commission for large wall map of the highway system, and also for small size maps.

Corporation Commission for map of North Carolina.

Agriculture Department for various publications of the department.

Topographical maps, should be ordered from the United States Geological Survey, Washington, D. C. Prices for these maps are: 100 maps or more, 6 cents each; less than 100, 10 cents each.

These topographic maps illustrate youthful drainage, old age drainage, mature drainage, rejuvenated regions, river terraces, braided channels, natural levees, flood plains, distributaries, deltas, alluvial plains, gorges, meanders, oxbow lakes, drowned valleys, active glaciers.

The following topographic maps showing the effects of continental ice sheets may be secured also:

Terminal moraine, ground moraine, changes in drainage systems, glacial lakes and kettle holes, volcanoes, mountains, plateaus and mesas, dissected plateaus, coast lines.

Order from U. S. Geological Survey, Washington, D. C. the following:

(a) A two-sheet wall map of the United States with or without contours;

(b) Base maps of the United States, 18 x 28 inches; 11 x 16 inches, or 8½x12 inches.

Also ask for Portfolio of National Parks.

The U. S. Weather Bureau, Washington, D. C. will furnish blank weather maps. The map of the United States issued by the General Land Office, Department of the Interior, Washington, D. C., should by all means be secured.

Every geography classroom or laboratory should have physical maps.

The following sets are suggested as being satisfactory:

1. Goode Physical Series
2. Kuhnerts, Relief-like maps
3. Phillips Comparative wall Atlas maps

Supply of mineral and rock specimens for laboratory use:

The following list is recommended and those marked (*) are minimum equipment:

*Quartz crystals
Agate
*Sandstone
*Glass Sand
*Feldspar
*Slate
*Shale
Clay
*Rock Salt
*A commercial iron ore
*A commercial copper ore
A commercial lead ore
A commercial zinc ore
*Limestone
*Marble
Calcite
Mineral Chalk
*Granite
Quartzite
*Mica
*Asbestos
*Bituminous Coal
*Anthracite Coal
Peat
Lignite
*Petroleum
*Obsidian
*Pumice Stone

Materials for experimentation, modeling and weather work:

1. Test tube rack
2. Test tubes (⅝ in. x 6 in.) (¼ gross)
3. Glass funnels (3 in.) (2)
4. Filter paper (5 in.)
5. Barometer tube
6. Mercury

7. Hydrochloric acid (1 lb.)
8. Bunsen burner or an alcohol lamp
9. Thermometer (C & F. scales)
10. Mercurial barometer

If a school can afford the following instruments, they should be added as a common equipment in Geography and Physics:

Barograph
Thermograph F

The combined cost of these instruments for school use will be approximately $60.00.

11. Sling psychrometer or hygoodeik

Materials for modeling:
1. Plasticene
2. Good grade straw board (the quantity to be purchased will vary with the number of relief models made)

D. State Approved Textbooks

Brigham—*Commercial Geography* (Ginn)
Chamberlain—*Geography, Physical, Economic and Regional* (Lippincott)
Davis—*Elementary Physical Geography* (Ginn)
Dryer—*High School Geography, Complete, Revised* (American)
Goode—*School Atlas* (Rand)
Goode—*School Atlas, Abridged Edition* (Rand)
Hopkins—*Elements of Physical Geography* (Sanborn)
Robinson—*Commercial Geography* (Rand)
Rocheleau—*Geography of Commerce and Industry* (Educational)
Tarr—*New Physical Geography* (Macmillan)
Whitbeck—*High School Geography* (Macmillan)

VOCATIONAL EDUCATION

HOME ECONOMICS

This course has been organized so as to cover two years of work and is designed for the first two years of high school. The work, as outlined for the second year, is based upon that of the first year, and neither will be complete without the other.

The class in Home Economics should meet daily as in any other high school subject. Since this is a laboratory course the periods should be double, or 90 minutes, in length. These periods being double, there should not be required the same amount of outside preparation that is expected for a single recitation period, but only such outside preparation as is expected for any laboratory course, as the keeping up of notebooks, etc. Inasmuch as not *every* lesson is accompanied by laboratory practice, the 90-minute period in such case should be spent in a combination of recitation and supervised study with free use of reference books, charts and educational exhibits.

CREDIT—If the course in Home Economics is given in five periods per week of 90 minutes each and covers the subject-matter outlined below, it should receive one unit credit for each year, and this unit should be one of the regular high school subjects pursued during that year.

Most of the colleges are today accepting two units of Home Ecomonics for entrance to the Bachelor's Degree, provided the work done is approved as a standard course.

I. First Year

A. FOOD WORK—60-70 LESSONS

The food work of the first year centers around the planning and serving of the three meals—the breakfast, dinner, and supper. The foods utilized are considered as to cost, production, manufacture, composition, place in the diet, etc. In the preparation of food, principles of cookery and proportions are given emphasis rather than recipes. Type meals are served and in connection with these table setting and service, dining-room etiquette and the care of the dining-room are gone into with such detail as is necessary for the successful carrying on of the work. If deemed advisable a few canning and drying lessons may be given in this year. In all instances the girl is urged to make practical at home the work learned at school and is given credit at school for successful home work.

B. CLOTHING AND RELATED ART—90-100 LESSONS

The clothing work for the first year is apportioned approximately as follows: laboratory uniform 15 lessons, underwear 15-20 lessons, outside clothing 30 lessons. With the construction of each garment, care and repair of clothing, personal hygiene, textile selection, appropriateness as to individual, occasion, and pocket-book are given emphasis as applied to the problem at hand. Color, line and design should be taught with the making of each garment. This affords an opportunity to apply the principles learned. In this way the work in costume design is not isolated, but definitely related to whatever work the student may be undertaking. The construction of a number of fancy garments is discouraged and stress is placed upon practical and appropriate clothing, and care and hygiene of clothing—this necessarily includes lessons in laundering.

C. THE HOUSE, THE HOME, AND THE FAMILY—30 LESSONS

Approximately thirty lessons during the first year should be given over to the study of Home and Community Problems. At this time lessons on what the home economics course should mean to the home and community; personal and community health; general problems in housewifery, marketing and shopping; and good manners and simple entertaining should be taught.

II. Second Year

A. FOOD PRESERVATION

This work begins with a study of micro-organisms, why foods spoil, methods of preventing spoilage, etc. Canning by the different methods, judging and scoring of canned products, and comparison with commercial products are all considered. Jelly making, preserving, pickling and drying are also taken up in this year.

B. CLOTHING AND RELATED ART—70 LESSONS

The clothing work of the second year is divided approximately as follows: study of the budget 3 lessons, millinery 10 lessons, tailored garment 10 lessons, wool problem 17 lessons, the layette 5 lessons, household linens 4 lessons, children's clothing 10 lessons, silk problem 15 lessons. The systematic expenditure of the family income is studied before the clothing work begins; the girls inventory their clothes, make plans for the year, and are expected to keep personal accounts. As in the first-year clothing work, the idea is to meet the needs of the girl. For instance, when the wool problem and the children's clothing problem are taken up the students are urged to make over garments whenever practical. The study of textiles, costume design, hygiene of clothing, etc., are continued.

C. HOME PLANNING AND FURNISHING—20 LESSONS

The approach to this problem is through a study of the girl's bedroom. Floors, woodwork, walls and ceiling and their treatment are considered. This is followed by study of color in rooms, study of furniture, furniture arrangement, pictures and their choice, framing, hanging, etc. There are also several lessons on the exterior of the house and grounds.

D. FOOD AND NUTRITION—60 LESSONS

A study of value and cost of foods, of body requirements, as influenced by activity, age, size, climate, health, etc., the value of milk, fresh fruit and vegetables, the school lunch, and the planning and preparing of family dietaries are some of the more important problems that are studied in detail. This is followed by a study of digestive disorders, feeding in fevers, convalescent diet and food in infectious diseases. The teacher and home economics classes are urged to coöperate with the health department in correcting malnutrition in their school.

E. HOUSEHOLD MANAGEMENT—20 LESSONS

It is not planned for this part of the home economics work to be isloated but to be covered during the course of the year as the need arises. For instance, after serving a meal, there should be a lesson in removal of stains from and laundering of table linen. The daily and weekly care of the different rooms, the scheduling of housework, home laundering, removal of stains, management of household finances and a study of labor-saving devices are some of the problems considered.

F. HOME NURSING—10 LESSONS

This includes a study of diseases, their cause and prevention, promotion of health in the home, care of children, treatment of common ailments and emergencies. Close coöperation with Red Cross aids materially in the teaching of home nursing. In the majority of cases the services of a nurse can be obtained.

NOTE. A detailed syllabus of this course of study may be secured by applying to State Department of Education, Division of Vocational Education, Raleigh, N. C.

AGRICULTURE

AIM—The purpose of instruction in vocational agriculture is to prepare boys for the business of farming and for a happier and more useful life on the farm; to give farmers and boys who have stopped school, training that will make them more efficient in their life work, and to make the country a better place in which to live.

ORGANIZATION—The vocational agricultural course may be fitted into any high school curriculum which meets the conditions for approval by the State Department of Public Instruction. The course of study in high schools for regularly enrolled pupils shall be not less than two years nor more than four years in length. A minimum of eight months shall constitute the school year.

Amount of Time Devoted to Agriculture

In any year approximately one-half the pupil's time is devoted to agriculture, and the other half to nonvocational or academic subjects. The amount of time devoted to agriculture is distributed approximately as follows:

1. A double period (90 consecutive minutes) must be given to classroom, laboratory or field work.

2. In addition to the above, one double period a week must be available for shop work or a continuation of any of the work not finished in the double period set aside for classroom work.

3. A home project or practical work, suited to the needs of each pupil and closely related to the classroom instruction, must be carried to completion.

NOTE. In no case should the 90-minute period for agricultural work be divided.

A Suggested Schedule Showing the Time Arrangement for a School Having Two Classes in Agriculture

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45-10:15 90 minutes	Agriculture I Classroom etc.	Agriculture I Classroom etc.	Agriculture I Classroom etc.	Agriculture I Classroom etc.	Agriculture I Classroom etc.
10:30-12:00	Non-voc.		Non-voc.	Agr. I Shop	Non-voc.
1:00-2:30	Agriculture II Classroom etc.	Agriculture II Classroom etc.	Agriculture II Classroom etc.	Agriculture II Classroom etc.	Agriculture II Classroom etc.
2:30-4:00	Non-voc.		Non-voc.	Agr. II Shop	Non-voc.

NOTE. During the week, Agriculture I group has six 45-minute periods in the morning and all the afternoon for academic subjects. Agriculture II group has six 45-minute periods in the afternoon and all the morning for academic subjects.

Types of Instruction

The teacher of agriculture will be expected to carry on four types of work in the community.

1. *The all-day instruction* in agriculture for those boys in school fourteen years of age and older who elect the course, and provide for carrying on supervised practice work. The instruction for this group shall not be less than two years nor more than four years in length. A minimum of eight months shall constitute the school year.

2. *Part-time classes* for those boys in the community who have left school and are at work on farms. These boys may be induced to return to school during the winter months when farm work is light and take courses in agriculture along with instruction in English, Mathematics, Science, etc.

3. *Short-Unit courses* for the mature boys both in the central school and outlying elementary schools, who are not ready for and may never reach high school.

4. *Evening class instruction* for adult farmers who are willing to come together for organized group instruction, and to carry on practical work related to the instruction under the supervision of the teacher of agriculture. These classes usually meet during the winter months. Ten lessons is the minimum number for one course. This instruction is based upon the needs of a particular group of persons who are desirous of improving their methods of farming. The content and length of the course are determined by the needs of the persons to whom the instruction is given.

The Course of Study—(Four-year Course)

Following is a suggested four-year course in agriculture and the year's work in which the subjects should be placed. The content of the agricultural course may, with the approval of the State Supervisor of Agriculture, be modified or changed to meet local needs and conditions. The community in which livestock raising predominates should schedule its agricultural courses to provide well for this subject. On the other hand, the community in which fruit growing is the predominating enterprise would place less emphasis on livestock raising. Surveys of the farms in the community will enable the teacher to adapt his teaching to the needs of the community.

FIRST YEAR (EIGHTH GRADE)

Soils and Crops—Agriculturally, this State is, and probably for some time will continue to be, mainly a field crop State. This fact and the high elimination of pupils from school after the first year have been taken into consideration in placing the Soils and Crops the first year in the course. It is the experience of most of our agricultural teachers that boys, as well as the parents, expect something to be given about raising the main crops, like corn, cotton, tobacco, etc., early in the course. Moreover, if these subjects are placed later in the course a large percentage of the boys will be deprived of any school instruction in these fundamentals.

Soils and Fertilizers—Origin and composition of soils, drainage, organic matter, cultivation, soil fertility, kinds and uses of fertilizers, etc.

Crops—Study of the best methods of growing, harvesting and marketing the farm crops. Selection, testing and treating seeds, control and prevention of insects and diseases, etc.

Farm shop work and home projects should be closely correlated with the instruction in Soils and Crops.

SECOND YEAR (NINTH GRADE)

Animal Husbandry—Breeds of livestock and poultry, judging, feeding, management, diseases, breeding, marketing, etc.

Farm shop work and home projects should be closely correlated with the instruction in Animal Husbandry.

THIRD YEAR (TENTH GRADE)

Horticulture and Vegetable Gardening—Problems incident to establishing and maintaining the home orchard, from the view-point of the orchard being an accessory of the general farm. Consideration of such questions as location, soils, wind breaks, variety selection, selection of nursery stock, planting cover crops, fertilization, spraying, pruning.

Problems incident to maintaining the home vegetable garden; choice of soils and locations, production of plants, including problems connected with the use of manures and fertilizers, tillage, etc.; the harvesting, canning, drying of vegetables for home use; some attention to marketing.

Some attention may be given to landscape gardening in its application to beautifying the farm home.

While some farm shop work is given each year, a more specialized shop course should be given in the third year. Forge work, repairing engines and complicated pieces of machinery, and the more difficult construction jobs should be taken up. Home projects should be closely correlated with the instruction in fruit and vegetable growing.

FOURTH YEAR (ELEVENTH GRADE)

Farm Management and Farm Accounting—Farm management should include the management of the farm for profits, farm surveys, rotations, types of farming, utilization of horse and man labor, crop yields, diversity and specialization, size of farm, equipment, etc. Farm accounting should include farm bookkeeping, cost accounting with special farm enterprises, etc.

Farm Engineering—Farm engineering should include farm machinery, farm structures, water supply, sewage disposal, surveying, drainage, terracing, road building, etc.

Agricultural Economics (*Sociology*)—Agricultural economics and sociology should include the economics and social problems of farm life.

Farm shop work and home projects should be closely correlated with the instruction given.

Farm Shop—Farm shop work forms an integral part of the instruction in agriculture. The farm shop work should teach the student, with such tools and equipment as the average farmer may be expected to have, how to do the ordinary construction and repair jobs that arise on the farm. The farm shop work will not answer for a course in manual training nor vice versa.

Some farm shop work is given each year throughout the four-year course. The farm shop work for each year is closely correlated with the instruction in agriculture that is being given that year. For example, if animal husbandry is being taught the farm shop work might consist of building hog and poultry houses, self-feeders for hogs and poultry, feed troughs, gates, etc. Other exercises that may be included in the shop work are mending harness, painting, concrete work, repairing farm machinery and engines, rope work, belt work, metal work, soldering and tinning, pipe cutting and plumbing, glazing, drawing, forge work, etc.

The shop work in any school should be based upon the needs of the pupils. These needs may be determined by a farm shop survey of the pupils' home farms. It is suggested that a minimum of thirty 90-minute periods be devoted to shop work in the third year. Forge work, repairing engines and complicated pieces of machinery and the more difficult construction jobs should be taken up during this year.

Supervised Practice or Project Work—Agriculture is both a science and an art. To farm successfully a person must know how to do the various farming operations as well as why they should be done. The practical or project work enables the pupil to learn by doing. The project is a part of the agricultural instruction and is required of each pupil. No student should be given full credit for the year's work if the project work is not completed.

The practical work may be carried out on the pupils' home farms, the school farm or some other approved tract.

Each student should be supplied with sufficient land or animals, or both, to give opportunity for practice and project work under conditions which conform as nearly as possible to farm conditions, in order that he may be fitted to farm successfully.

The essentials for a home project are:

1. A definite, detailed plan of how the project work should be conducted.
2. The farm operation selected for the project should be carried through its complete cycle, from preparation of seed bed and planting to harvesting and marketing, or the care, feeding, management and marketing of livestock.
3. The project or supervised practice work is the laboratory exercises of the course.

4. Parents, pupils and teachers should agree upon the plan for the project.
5. The project should be properly supervised by the teacher of agriculture.
6. The project should be a worth-while undertaking on a productive basis.
7. Records must be kept by the pupils and a report submitted to the teacher.

Pupils who are not interested in or cannot make arrangements to carry on the practical work should not be admitted to the agricultural classes.

Outdoor Laboratory—It is desirable that a department of agriculture in the high school have from one-half to one acre of land to be used for demonstration purposes and an outdoor laboratory.

The Work of the Teacher of Agriculture

From the foregoing discussion of the organization of Vocational Agriculture it is evident that a somewhat specialized teaching technique is essential to effective work. Not only should the teacher be able to carry on the classroom work, much of which is specialized, but he must teach farm shop; supervise the home projects; carry on community work, such as arranging and teaching part-time and evening classes, answering questions of the farmers, etc. With all of these responsibilities resting on the teacher of agriculture, two things are indispensable to his salvation: adequate technical and professional preparation and a thorough organization of his work.

Because of the varied activities of the teacher of agriculture, the planning and organization are not simple and easy tasks, involving, as they do, the assembling of materials and planning in detail the farm shop exercises; giving instruction in essential manipulative skills; supervising the boys' home projects; managing the land laboratory; and last, but by no means least, the planning of his classroom work, including recitation, supervised study, laboratory, field trips, project study and planning, and the preparation of illustrative material.

It is important that the courses of study be carefully prepared before the opening of school. In order to adapt the courses to the needs of the community and to the particular group of boys, it will be necessary to make an outline of the work to be covered during the year, rather than to accept a textbook outline, or any other outline not suited to the conditions prevailing in the particular section served by the school. Such an outline should include: the subject-matter carefully selected, arranged in seasonal sequence and with the time emphasis indicated for each division and subdivision; laboratory and field exercises; shop projects correlating with the subject-matter as far as possible; a list of the best book and bulletin references bearing on each division; a list of objective points for field trips; and the illustrative material to be used. This does not mean that a textbook is not used, but that the sequence of the textbook is not followed unless it happens to conform to the seasonal sequence of the teacher's outline.

The method of the class period is selected to suit the topic. For one topic the 90-minute period may be divided between supervised study, laboratory and recitation, while for another topic the whole 90 minutes may be devoted to laboratory.

As far as possible the subject study and the project study and planning should be carried along together, both, of course, following a seasonal order. For example, when the feeding of poultry is taken up, boys having poultry projects study the feeding problems, and plan definitely for the feeding of their own flocks. The marketing of poultry should be studied at the time or just before poultry is usually marketed on a large scale, as at Thanksgiving time. Experience shows that the project work serves to vitalize the instruction. Therefore, the more subject-matter that can be connected directly with the boys' projects the better. In fact, as far as possible, the home projects should serve as the center of instruction.

Another essential undertaking of the teacher is the making of daily lesson plans. Flexibility in the form of the lesson plan is desirable for the various forms of method, but in general a good plan should contain: the subject and aim of the lesson, the scope of the subject matter, the method to be employed, the necessary preparation on the part of the teacher, the materials necessary, and the assignment, including references.

One of the advantages of Vocational Agriculture is that the boys have a good background of experience from which to draw. This enables them to bring to the discussion opinion based on observation—sometimes very accurate observation. This increases their opportunity to make comparisons and to draw deductions of their own. If this experience is properly used by the teacher, the value of the class exercises may be judged more by the pupil-activity and the opportunity for growth than by the learning of mere facts. However, when facts are learned they are usually learned for a definite purpose, and with the idea of using the facts at once or in the very near future. And this suggests to us another advantage, an early opportunity to put into practice the thing learned.

The teacher of agriculture should be able to employ skillfully approved modern methods, such as topical and socialized recitations, supervised study, project teaching, laboratory, and field trips.

In agriculture the field trip is very important, but unless carefully planned and conducted much time is wasted. Objective points should be selected and visited by the teacher before the trip, making sure of the teaching value of the places to be visited and making all arrangements necessary for the greatest benefit to the class. The teacher should prepare an outline including the aims of the trip, and noting all points to be observed, data to be gathered, questions to be asked on the trip, and directions for reporting the exercise. Frequently some preliminary study will be necessary. The trip should be conducted in such a manner that its importance will be thoroughly realized by the pupils. The pupils' attention should be held on the subject from beginning to end. This can usually be done by a preliminary discussion and study and by planning various things to be done, as collecting specimens and making close observations on definite points, and recording data. Pupils should also be encouraged to ask good questions. At the end of a trip, if time permits, or at the next class meeting, a review should be conducted, bringing out definitely the essential points, or using the information gathered in some practical problems or in the solution of a class problem already under way. Field trips can be made not only an excellent means of training and of acquiring information, but of real inspiration. Often a visit to a successful farm will give a boy a vision of the possibilities of farming which he might never get in the classroom, and be the means of changing his whole attitude and outlook, both with respect to school work and to the vocation of farming.

Laboratory work should serve an important purpose in agricultural work, but in organizing it we need to take into consideration the educational opportunities afforded by it, and not permit it to degenerate into meaningless and perfunctory exercise. It should afford opportunity for distinguishing, valuing, selecting, arranging and using knowledge, for discovering and formulating concepts, and for acquiring desirable experience in farming operations.

We are coming to realize (slowly) the real value of supervised study. The danger here is to use the time for study, which is not carefully planned and supervised. Agricultural work offers an excellent opportunity for supervised study but it requires considerable work on the part of the teacher to plan for it and to carry it on successfully. Exercise should be planned having in mind certain definite aims in the improvement of study, as the improvement in the rate and comprehension in silent reading, the use of questions in study, the value of organizing and reorganizing subject-matter for definite purposes, and others which might be mentioned if space permitted. Some of the dangers in supervised study are:

Making pupils too dependent by helping too much.

Tendency to waste time instead of giving real supervision.

Tendency not to use the opportunity to provide for individual differences.

Tendency to leave pupils too much to the disposal of their own time.

Tendency for teacher and pupil to talk too loud and disturb other pupils' studying.

Tendency for teachers not to familiarize themselves sufficiently with the improved methods of study, and not to study and plan specifically for the supervised study period.

TRADES AND INDUSTRIES

If our high schools accept the obligation for the education of all the people they will be interested in the organization of DAY TRADE CONTINUATION SCHOOLS.

I. Day Trade Schools or Classes

The controlling purpose of the Unit Trade school is to fit for useful employment in a specific trade or vocation those students who are leaving or have already left high school. This type of class should not be confused with Industrial Arts or prevocational courses ordinarily given in the high schools, for this course is intended for the boy who has made up his mind to enter the trade in which the instruction is offered. It takes the place of the apprenticeship system and starts the student off in his chosen trade rather than allowing him to drift into a blind-alley job.

The following regulations apply to the day trade school:

1. Students must be at least fourteen years of age.
2. The equipment must be adequate for conducting the course in keeping with commercial shop standards.
3. The local school authorities must provide funds for maintenance and a part of the salary of the instructor (one-third required 1926-27).
4. The course of study will be planned to meet the needs of the community. The time to be divided as follows: (a) Practical work on a productive basis—50 per cent; (b) Related vocational studies, approximately 25 per cent; (c) Academic studies, 25 per cent.

II. Part Time Schools or Classes

This type of school is organized for persons over 14 years of age who have left school, entered employment and are released during the regular working hours for the purpose of instruction. According to the Smith-Hughes act, anything may be taught which will improve the vocational or civic intelligence of the pupil. Three types of instruction may be given.

1. GENERAL CONTINUATION

General Continuation Part-time Classes have for their purpose increasing the "Civic or Vocational intelligence" of workers. This type of school is intended for boys and girls who have left the regular school and gone to work, but who have not enough general education to get very far in their life work. The instruction must be made to fit individual cases.

TYPE COURSES

a. Courses in *General Education* may be organized for boys and girls who have left school and entered employment which is general in character such as messengers, drivers, helpers and general home work. The work will emphasize the regular day school studies which will be of most service to them in what they are doing or expect to do. Some boys and girls have left school because of conditions beyond their control. Often these are the best students of the school system and lack very little for graduation. Under careful direction these pupils will be able to complete at least their high school work and perhaps go to college later.

b. Courses in *Shorthand, Typewriting* and *Office Practice* may be given to a group of young men and women who are not in school but can give some time from their work to these subjects which will assist them in the job they now hold, or as in most cases prepare them for a better position.

2. TRADE PREPARATORY

Schools of this type are organized for the purpose of helping the boy to get the related information which he needs in the trade which he expects to enter, or in many cases the trade in which he has entered but is not able to advance on account of the lack of the related information. The latter makes up the third class mentioned above which is designated as *Trade Extension.*

REGULATIONS

1. The work must be under public supervision and control.

2. The controlling purpose is to fit employees for further useful employment.

3. The Federal and State Vocational funds can be used for salaries of teachers only. The local school authorities must furnish buildings and equipment necessary for conducting the course and also a part (one-third in 1926-27) of the salary paid to part-time teachers. Wherever a full-time teacher is not required the part taken up for continuation school work will be prorated.

4. The pupils must have left school and entered employment. The time of instruction must be during the working day.

5. The minimum age for part-time pupils is fourteen. No upper age limit is specified.

6. The school is organized on a basis of a minimum of 144 hours per year. The students may come week about, day about. or half day about or at certain periods each day. Many schools giving a business course arrange with the employers to let their employees off at noon so that they can get lunch, spend an hour in school and get back to their work at 1:30. Others find

that a period beginning at 8:30 a.m. is preferable, as they are not so busy. This arrangement applies to department stores where courses in salesmanship are given. Classes are sometimes arranged for dull seasons or shutdown periods where students, out of employment temporarily, may spend a month or more solid time in school or perhaps three days per week, in classes especially provided for them.

NOTE. Schools interested in the above types of work or in organizing EVENING TRADE CLASSES should communicate with the State Supervisor for Trade and Industrial Education who will be glad to assist in working out the plans. Both Federal and State funds are available for courses outlined above.

STATE APPROVED TEXTBOOKS ON PRACTICAL AND VOCATIONAL ARTS

A. AGRICULTURE (For Vocational Schools)

FIRST YEAR

Soils

Lyon—*Soils and Fertilizers.* (Macmillan)
Weir—*Productive Soils, Abridged.* (Lippincott)

Crops

Davis—*New Agriculture for High Schools.* (Lippincott)
Montgomery—*Productive Farm Crops.* (Lippincott)

SECOND YEAR

Dairying

Eckles and Warren—*Dairy Farming.* (Macmillan)

Animal Husbandry

Harper—*Animal Husbandry.* (Macmillan)
Plumb—*A Story of Farm Animals.* (Webb)

Poultry

Kaupp—*Essentials of Poultry Raising.* (Johnson)
Lewis—*Productive Poultry Husbandry.* (Lippincott)

THIRD YEAR

Horticulture

Davis—*Horticulture.* (Lippincott)

Farm Shop

Roehl—*Farmer's Shop Book.* (Bruce)
Struck—*Construction and Repair Work for the Farm.* (Houghton)

FOURTH YEAR

Farm Management

Warren—*Farm Management.* (Macmillan)

Agricultural Engineering

Davidson—*Agricultural Engineering.* (Webb)
Stewart—*Engineering on the Farm.* (Rand)

(General Course)

Davis—*Productive Plant Husbandry.* (Lippincott)
Duggar—*Agriculture for Southern Schools, Revised.* (Macmillan)
Skilling—*Nature-Study Agriculture.* (World)
Spillman—*Farm Science.* (World)
Waters—*Essentials of Agriculture.* (Ginn)

B. HOME ECONOMICS (For Vocational Schools)

Food and Management

FIRST YEAR

Cooley and Spohr—*Household Arts for Home and School, Volume Two.* (Macmillan)
Greer—*School and Home Cooking.* (Allyn)
Matthews—*Elementary Home Economics.* (Little)
Wellman—*Food Planning and Preparation.* (Lippincott)

SECOND YEAR

Rose—*Feeding the Family.* (Macmillan)
Willard and Gillett—*Dietetics for High Schools.* (Macmillan)

Clothing and Textiles

FIRST AND SECOND YEARS

Cooley and Spohr—*Household Arts for Home and School, Volume One.* (Macmillan)
Dyer—*Textile Fabrics.* (Houghton)
Matthews—*Elementary Home Economics.* (Little)
McGowan and Waite—*Textiles and Clothing.* (Macmillan)

Management of the Home

THIRD AND FOURTH YEARS

Gray—*House and Home.* (Lippincott)
Taber and Wardall—*Economics of the Family.* (Lippincott)

C. MANUAL ARTS

FIRST AND SECOND YEARS

Griffith—*Essentials of Woodworking.* (Manual Arts Press, Peoria, Ill.)
French and Svensen—*Mechanical Drawing for High Schools.* (McGraw-Hill Book Company, New York City)
Griffith—*Woodwork for Secondary Schools.* (Manual Arts Press, Peoria, Illinois)

D. RELATED SCIENCE BOOKS FOR VOCATIONAL SCHOOLS

Brownlee and Others—*Chemistry of Common Things.* (Allyn)

Caldwell and Eikenberry—*Elements of General Science, Revised.* (Ginn)

Hessler—*Junior Science.* (Sanborn)

Hunter—*New Essentials of Biology.* (American)

Hunter and Whitman—*Civic Science in Home and Community.* (American)

Smallwood and Others—*Biology of High Schools.* (Allyn)

Vivian—*Everyday Chemistry.* (American)

INDUSTRIAL ARTS

Industrial Arts in the secondary school has a very important place in the life of our boys as it functions in helping to select and prepare for their future work. It naturally falls into two large classes in way of its adaptation to the group found in the high schools. In the first case, the chief consideration is that of general education with opportunities for orientation through the study of and experiences in the industries of the world, while in the second case the emphasis is largely vocational, permitting more extensive effort in the preparation for the line of work for which the individuals or groups find they are best adapted.

It is to be clearly understood that the purpose of Industrial Arts is not to prepare tradesmen but to create industrial intelligence, insight and appreciation of the work of the world and its relations to man. The result will be more discriminating consumers who have a thorough understanding of their demands and an appreciation of the intelligent and efficient use of the material things of modern life, whatever occupation the student may follow. To these may be added the specific values to be obtained by those whose ambitions lead them into industrial occupations.

The worthwhile course in Industrial Arts must be rich in informational content, involve such instruction and practice as is fundamentally and scientifically correct, hold a degree of general interest, and require the use of intelligence in the handling of tools and operations.

Doubtless the greatest factor is the teacher who must have a thorough appreciation of the purposes of the school and be able to carry out its objectives and at the same time know thoroughly the industries he is to teach in order that the adjustments between school and life may be given full understanding.

In the larger school systems it is possible to have completely equipped shops large enough to handle whole classes in a single type of work as woodworking, printing, sheet metal or machine shop. In the smaller school the use of the "general shop" where several types of work can be taught at the same time has been found most successful. It is very essential that in each case the selection of the type of shop to be used be in harmony with the needs of the community. Certain types are useable in all communities but others are not. Where the predominating interests are in textile manufacturing, this line of activity needs attention while in another case where the chief interests are in printing attention should be given to a print shop.

Suitable rooms should be selected where adequate light and ventilation are possible. Equipment should be modern with proper spacing between desks, benches and machines. Safety devices and guards should be provided and all precautions taken to prevent accidents. Suitable lockers and toolroom space must be provided for protection of tools, clothing, and supplies. The formation of right habits and correct procedure are as important here as in any other department of the school.

The lesson period should be that of two regular periods of the school, 90-minutes, and the class should meet two or five times per week according to the purposes to be served and the time and equipment available. During the early high school period the time should be about equally divided between shopwork and drawing while in later high school the double period could be given to shopwork and an additional period be utilized for mechanical drawing. In case it is desirable to plan a combination of shop and drawing work it can be done.

TIME SUGGESTION

GRADES 8 AND 9

Two 90-minute periods per week for shop and drawing with an additional elective of three 90-minute periods divided between shop and drawing, for those boys who are expecting to go directly into industry or who are preparing themselves for engineering careers.

GRADES 10 AND 11

Two 90-minute periods per week in either shops or drawing, or five 90-minute periods per week divided between shop and drawing for those who are expecting to go directly into industry or who are preparing themselves for engineering careers.

The amount of work that can be carried in a given grade or given period of time is, of course, problematic. With the same conditions, the work will differ under the instruction of different teachers. It is, therefore, essential to the organization of the work that definite limitations be fixed as to the principles that shall be covered in any one grade.

Suggested Outline of Courses

WOODWORKING

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
1. Involving the use of simple joints, as butt, lap, miter, mortise and tenon, and dowel.	Prepare surfaces for finishing. Lay out work from drawings. Use, care for, and sharpen common tools. Repair woodwork.	Figure bill of material. Names and characteristics of common woods. Sizes and uses of fastenings and hardware.
2. Involving laying out, cutting and putting together common construction work.	Use and proper care of tools. Lay out and cut framework for common construction, such as joists, studding, rafters, etc.	Ability to read blue prints and take off bills of material. Names of standard stock used in construction. Types of building construction. Safety precautions. Factors in selecting and laying out the foundation for a building.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
3. Involving the finish of surfaces.	Proper use of brushes for filler, paint, stains, and varnishes. Ability to properly apply for desired results.	Kinds of stains, fillers, paints and varnishes for certain uses. Characteristics of finishes. Sources and preparation of ingredients used in finishing materials.
A. Sheet Metal:	METAL WORKING	
1. Involving forming, riveting, folding, wiring, and soldering.	Use and care of common tools such as soldering coppers, tin snips, fire pots, scrapers, etc. Ability to solder, rivet and operate small tools.	Methods of manufacture of sheet metal and common sizes. Kinds, uses, and composition of fluxes. Lay out and transfer of patterns. Air systems and their construction.
2. Involving the use of floor machines and construction of larger pieces.	Ability to use brake, mandrel shear and other tools in the larger operations, also the small and special tools for particular lines of work.	Construction of patterns from blue prints. Taking off bills of materials from blue prints and drawings. Computing the sizes of conductors and receptacles.
B. Machine Shop:		
1. Involving the use of the bench tools.	Correct use and care of the tools used in common for measuring, sawing, chipping, and filing.	Different kinds of metal used on the bench with their common sizes and uses. A thorough acquaintance with the measuring tools as calipers, squares, gauges and protractor.
2. Involving the use of the drill, drill press, shaper, and lathe.	Ability to use drill press, shaper and lathe. The proper care of tools and their uses. Use of more accurate measuring tools.	Ability to work from blue prints and taking off bills of material. Figuring of speeds and feeds for metal cutting. Ability to use micrometer and make correct readings. Proper lubrication and care of machines.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
3. Involving the work of assembling, fitting, slotting and fastenings, and hardening.	Ability to do careful filing, chiseling, drilling, tapping, hardening and annealing.	Checking from blue prints. Laying out with accuracy. The effects of heating in hardening and annealing metals. Figuring of sizes and strength of materials and the use of particular materials for special jobs.
	ELECTRICAL WORK	
1. Involving the wiring of bells, call buttons, enunciator systems, and coils and motors.	The ability to measure and cut wire and properly splice, solder and tape. Ability to make connections as indicated by wiring diagrams and blue prints.	Magnetic forces and electrical currents. The principle of the motor, generator, and magneto. The principle of the battery. Conventions used on wiring diagrams and common methods of installation.
2. Involving house wiring, open and closed types.	Ability to install knobs, cleats, loom, tubes, outlets, switches, and fixtures. Ability to make splices install conduit and draw in proper wiring.	Knowledge of national electric code, state and local rules and regulations. Electrical measurements, reading of meter and figuring costs from meter readings.
3. Involving the repair of electrical appliances.	Ability to locate trouble, take apart, repair or replace defective parts, test and put together.	Principles of heating units. Principles of automatic electric controls. Figure costs of material and labor.
4. Involving telephone installation and repair.	Ability to install simple telephone systems, locate trouble and make repairs. To use electrician tool outfits.	Principles of sound transmission by electric currents. The kind and quality of materials to use. The principles of control and safety devices.

AUTO MECHANICS

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
1. Chassis— Frame. Springs. Wheels. Axles. Steering Device. Brakes. Clutch. Transmissions. Differential.	Ability to measure and test different members. Ability to take apart, repair or replace broken or worn out parts, to make adjustments when needed, and handle properly all tools used in connection with these parts.	Names and uses of the various materials used in the construction of parts, the mechanical principles involved in the working of the different parts as brakes, clutch, transmission, differential and steering device.
2. Motor— Block and moving parts.	Ability to take apart, locate trouble, make adjustments, repair or replace parts. Measure and test with accuracy. Ability to use tools with care and make adjustments that are not too tight or loose.	Names of parts and their functions. The theory of internal construction of engines, and principles of operation. The figuring of horse power.
Carburetor.	Ability to adjust, take apart, repair or replace parts.	Understand the principles of carburetion and methods of control.
Lubrication.	Ability to repair and replace parts, clean systems and make adjustments.	Understand the theory of lubrication, and proper selection of lubricants.
Cooling Systems.	Ability to use tools in making repairs and replacements.	Understand the principles of cooling by water and air, the use and application of auto freezing mixtures.
Ignition. Lighting. Starting.	Ability to test, make repairs, replacements and adjustments in electrical equipment of automobile.	Understand principles of electric *circuits, insulation, controls,* and measurements. The principles of batteries, generators and motors.
Tires.	Ability to properly make changes and repairs, using the most modern tools.	Understand the construction of tubes and casings and methods of repair.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
	CONCRETE WORK	
1. Involving the construction of footings, walks, and floors, and special features.	Ability to use common tools, operate concrete mixing machinery, run and establish levels, build forms and make mixtures.	Understand the principles of cement manufacture and use. The theory of mortar and concrete. The methods of handling and storing. The theory of reënforcing and elementary principles of construction, the making and reading of blue prints.
	PLUMBING	
1. Involving the repair of plumbing fixtures about the home and installing fixtures.	Ability to use the tools on finished and unfinished fixtures. To measure, cut, thread and connect iron pipe. To test and repair or replace fixtures. To wipe lead joints and use lead pipe where it is necessary.	Understand the theory of water and drain systems. Know state and local sanitary codes, the methods of testing. Know the classes and names of plumbing equipments used in the kitchen, laundry, bathroom, and heating plants.
	PRINTING	
1. Involving learning the case.	Ability to pick up the desired type and to place the letters in the proper space. Ability to hold composing stick, and set type, empty type from stick and place on galley.	The learning of the different kinds of types, how type is made, its sizes and appropriate uses. Learn the names of the different parts of a stick of type, the measures used in type setting and elementary principles of design.
2. Involving spacing and justification.	Ability to measure quickly with the eye the adjustments for proper spacing. Expertness in removing or replacing spaces and quads and keeping type from falling while the work is being done.	Spelling, punctuation, capitalization, and division of words. Learning the meaning and application of the point system. Study indentation and the selection of initial letters. Principals of design and spacing for specific purposes.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
3. Involving the distribution of type.	Ability to care for inked type, handle type in putting on galley, and transfer from galley to stick, and pick up separate pieces and deposit in proper section of case. Properly use and care for tools used in this work. Handling new type before laying.	Same as in cases above.
4. Involving the taking of proofs and getting job ready for press.	Ability to handle and care for tools used in getting job ready for press, to take galley and stone proof, to make changes shown by proof-reader's marks, and properly lock up and transfer from stone to press.	Understand the measuring of proof-reader's marks. Learn how to read proof and correct copy. The history of printing and its effect on civilization. Drawing and design related to cards, tickets, letterheads and solid matter. Figure costs and materials.
5. Involving presswork.	Ability to properly care for and operate the press in all of its workings, set gauge pins and grippers. Put forms into press, apply ink, and feed the press.	Understand the principles underlying the work of the press. How inks are made and used. The problems of proof taking, the value of wood and steel brasers in a form. The principles of making ready. The trade terms in various branches of the trade and their uses. Figure costs and materials. Use of cuts and how they are made.
6. Involving the cutting of stock.	Ability to operate the various tools used in cutting paper stock.	Understand the methods of cutting stock, the figuring of costs of materials. Know the sizes and weights of stock and what they are used for. Keep stock records, make up lists of materials for special jobs and figure costs.

TEXTILE WORK

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
Involving hand loom weaving.	Manipulative processes, such as preparing the warp, drawing in the warp, threading shuttles, beating up the filling, and tying the broken warp threads.	Names of the parts of the loom, . study of fibers, study of different yarns and their uses, simple designs and colorings used in fabrics.
Involving power loom weaving, (plain).	Continue as above, adding starting and stopping of the loom and the operation of shedding and picking motions.	Continue as above, adding calculations for picks per inch in cloth and cloth production.
Involving power loom weaving, (fancy, dobby and jacquard).	Continue as above, with added ability of drawing in threads correctly, and the ability to find correct pattern.	Continue as above with more advanced design, knowledge of movements of harness shafts, and knowledge of correct patterns.

NOTE. The operations preliminary to weaving are as follows: opening, picking, carding, drawing, roving, spinning. On fine goods an additional process of combing is used. These operations are not essential in the elementary phases of school work in textiles and should not be used until we come to the vocational aspects where they will be used on a large scale.

MECHANICAL DRAWING

The value of mechanical drawing in our secondary schools has not been given as much consideration as it deserves. The aims are chiefly to develop in the pupil the ability to represent objects by working drawings, interpret the ideas of others as expressed through drawings and blue prints, and to increase acquaintance with related lines of work through which he may be guided in his selection of his vocational interests. The term mechanical drawing suggests the making of drawings by the use of instruments and is applied to all accurately made drawings as used by the engineer, the architect, the designer and others.

Mechanical drawing has a language of its own, understood by those who are acquainted with its meaning and to those who can read it conveys ideas of wholes and details in more concise form than is possible through the use of the printed page. This language is universal in its use by all nations. There is, therefore, much more in a completed drawing than is seen by one not familiar with its language. When properly taught each lesson carries as much content of subject matter, requires as much effort in accomplishment, and practice and drill for its thorough mastery as other subjects in the curriculum. It should increase the power of visualization and correct expression and inculcate habits of neatness, accuracy, appreciation of mechanical principles, and vocational intelligence.

The mere making of a drawing is but a small part of the work required in working out the problems of the engineer or designer. Before this can be done much time must be spent in study, planning, estimating, and selecting materials and working out principles involved in whatever project is under consideration. The secondary school must confine itself to the mastery of the simple principles and their applications to the problems confronting the classes using it.

The amount of time required for this work varies according to the purposes for which it is used. When it is connected with shop work and forms a part of a unit of work the time should approximate one double period of 90 minutes per week, with an additional elective of three 90-minute periods to be divided between drawing and shop work for those who are expecting to go directly into industry. When drawing is to be used as an independent unit, either as an adjunct to shop courses or in preparation for college, the time allotment should be two to five double periods of 90 minutes each per week.

The teacher of mechanical drawing has a great opportunity to connect this work not alone with the other phases of school activity, but with the industrial world outside the school. He should thoroughly appreciate that his task is dealing with fundamental principles and that he should not spend too much time on the execution of drawings, but rather let excellency of workmanship in this line come by way of practice in working out problems which in themselves demand splendid work. In other words, too much time on geometrical problems and lettering sheets places the emphasis in the wrong place. These are important but with proper thinking first they will be more easily attained. Practice by this method is of interest.

A good grade of drawing paper should be used for finished work. A slightly tinted paper is better than pure white stock. A cheaper grade for free hand sketching and notes is advisable and sometimes coördinate ruled paper is of decided value in preliminary drawings. Standard size sheets of 9 by 12 inches should be used with top, bottom and right-hand border lines drawn one-half inch from the edges and the left-hand border line 1 inch from the edge of sheet. This makes working space of 8 inches by 10½ inches. In case of larger drawings a good size is 12 by 18 inches with 1½ inch border on left edge and 1 inch border on all others. Some general form should be adopted, either a record strip or title corner for use in a department or system. Good suggestions are given in textbooks. All lettering should be simple but in accordance with the best office practice. The Gothic letter either vertical or inclined 30 degrees from the vertical is considered the most successful. It is best for elementary work that capitals be used exclusively. Practice in lettering is necessary but avoid the use of letter sheets.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
1. Simple drawings involving horizontal and vertical lines with all edges visible.	Ability to place paper properly and draw vertical and horizontal lines with T-square and triangles.	Measurement of sheet, the number of views required, the kinds of lines used and their meaning.
2. Simple drawings involving horizontal and vertical lines with invisible edges.	As above, but with increased accuracy.	Representation of unseen lines and how they are located in the different views.

JOB	MOTOR SKILL	TECHNICAL KNOWLEDGE
3. Simple drawings involving inclined lines.	As above, but with use of triangle or T-Square or both in drawing inclined lines.	How inclined lines are represented in the different views and how they can be located.
4. Simple drawings involving the use of circles.	As above but with additional use of the compass and skill in drawing center lines, tangents, etc.	The meaning of center lines and how they are located and drawn.
5. Simple drawings of shop problems involving the principles used thus far.	As above, but with increased accuracy and speed.	A further study of materials and methods of construction.
6. Involving the principles of simple projections as related to drawings.	Increased skill and ability in handling the tools.	A further study of the planes of projection and the methods of their use in making drawings. Problems in mathematics involving surfaces and solids.
7. Involving working drawings in assembly, and details.	As above.	A study of the problems of design and an elementary study of strength of materials.
8. Involving details of machine parts.	As above.	Same as above.
9. Architectural—Involving the planning and drawing of simple frame or concrete buildings, including details and specifications.	As above. Note. Use 7 and 8 or 9	A study of the problems of lay out of buildings, rooms, etc., together with materials used in building. Study of building, sanitary codes, etc.

VOCATIONAL GUIDANCE

In North Carolina much valuable work has been done in individual cases by principals and teachers in the way of directing young people. With our increasingly complex society making greater demands upon those leaving school it is now time to make concerted action in helping each boy and girl to make a definite selection and the best possible preparation to meet the requirements of this decision. Many of our boys and girls drop out of school at an early age without any conception of what they wish to do in life and without preparation for any line of work. They have not seen the meaning of continued school work and either the monetary or appreciative value it holds.

Doubtless one of the greatest values to be attained through Vocational Guidance for any community is the awakening of educational interest to that end that individuals and groups will remain longer in school, making definite preparation for the work they will later engage in. The notion that Vocational Guidance has for its objective the telling of individuals what lines of work they are best fitted for is a mistake, for no person is given the power to direct in this manner the destinies of another. It is, however, the province of any one to advise and direct another to make his own selection of a life work, show him how he can best prepare for it, and direct him in making progress in his chosen field.

To show the extensive reach of Vocational Guidance work into all activities and the relationships that can be worked out we quote here a definition taken from Dr. William M. Proctor's "Educational and Vocational Guidance" Page 242. "Vocational Guidance embraces all those school activities especially designed to assist individual pupils in learning about, choosing, preparing for, entering upon, and making progress in occupations."

The more outstanding points in a school system where it seems best that emphasis should be placed on the selection of a life work may be stated as follows—the early high school, the later high school, thirteen-year-old pupils in the fifth, sixth and seventh grades, special misfit students, continuation schools, coöperative courses and evening classes.

The following allotment of time has been successfully used in projecting this work in several cases. It is advised that at least the following amount be given either in separate periods or jointly with other work as English, History, Civics, or shop work classes. Possibly more time can be found.

Both semesters of 8th year	one half-hour period per week.
Both semesters of 9th year	two half-hour periods per week.

In addition to this there should be provided ample consultation periods for those who are about to leave school for work or think such a step may be necessary soon, those who are undecided as to future courses, and those who are making plans for more advanced work in higher institutions of learning.

The work of the eighth year can be profitably given to the study of biographies of leaders in human endeavors, of the leading type industries and excursions to local mills and factories where such is possible.

The work of the ninth year might well be spent in a very definite study of simple economic problems with a rather definite emphasis being placed on the selection of courses or subjects to be taken during the remainder of the high school period.

If it is found possible, following the work of the general science course, a course in social problems might well be given. This might consist of work during the first half year in elementary social problems such as are found in Towne's "Social Problems" and followed in the second half year by a study of occupations such as is given in Gowin, Wheatley, and Brewers "Occupations" or Ziegler and Jaquette's "Choosing an Occupation." This will be of particular value to those students who are planning to leave school at the close of their high school course or earlier.

The equipment necessary for this work is essentially that of an ordinary classroom with added library facilities. The following list of books is suggestive for a beginning but to these should be added the newer material and such other books as will meet the needs of the work. It is suggested that books marked * be purchased in sets sufficiently large that each class member can have the use of a book.

FOR PUPILS

*1. *Occupations,* Gowin, Wheatley, Brewers. Ginn & Company.
*2. *Profitable Vocations for Boys.* Weaver-Byler. Laidlaw Brothers.
*3. *Profitable Vocations for Girls.* Weaver. Laidlaw Brothers.
4. *Choosing an Occupation.* Ziegler & Jaquette. John C. Winston Co.
5. *The Boy and His Vocation.* Sowers. Manual Arts Press.
6. *Vocational Civics.* Giles. MacMillan Company.
*7. *Social Problems.* Towne. Macmillan Company.
8. *Vocational Guidance for the Professions.* Brewster. Rand McNally.
9. *The Find Yourself Idea.* Robinson. Association Y. M. C. A. Press.
10. *Aces for Industry.* Rufus Steel. Houghton Mifflin Co.
11. *Jimmie Quigg—Office Boy.* Latham. Macmillan Company.
12. *Choosing Your Life Work.* Rosengarten. McGraw-Hill Co.

NOTE. Books 1, 2, 3, 4, and 5 of the pupils list describe different vocations in an interesting way. They are good sources for compositions, whether written or oral.

Books 6, 7, 8, and 9 are highly interesting for reference in classroom work.

Books 10 and 11 are highly interesting reading. They clearly show a cross section of the thinking of the junior worker.

Book 12 has some valuable material for more advanced work in composition and classroom study.

Books 1, 4, and 7 are very good for the background of a year's work of about the 9th and 10th grades in the study of Vocational Guidance and social problems as a unit.

FOR TEACHERS

1. *Vocational and Moral Guidance.* Davis. Ginn & Company.
2. *Organization of Vocational Guidance.* Payne. McGraw-Hill & Co.
3. *Junior Wage Earner.* Reed. Macmillan Company.
4. *Readings in Vocational Guidance.* Bloomfield. Ginn & Company.
5. *Choosing a Vocation.* Parsons. Houghton Mifflin Co.
6. *The Vocational Guidance Movement.* Brewer. Macmillan Company.
7. *Vocational Guidance Bulletin.* Pittsburgh Public Schools.
8. *Vocational Guidance Magazine* (Monthly 8 times a year). Harvard University Press, Cambridge, Mass.
9. *Part II Twenty-third Year Book, "National Society for the Study of Education"* 1924. Public School Publishing Co., Bloomington, Ill.
10. *Educational and Vocational Guidance.* Proctor. Houghton Mifflin Co.
11. *Tests for Vocational Guidance of Children.* Toops, Teachers College, Columbia University.
12. *Case Studies in Educational and Vocational Guidance.* Brewer and Others. Ginn & Company.

NOTE. Book 1 of the teachers' list is especially for teachers who will tie up Vocational Guidance with work in English.

Books 2, 3, and 4 of the teachers' list are especially good for the teacher in reading about the extent of the movement in the United States and giving suggestions as to how they can attack special problems in this work.

Books 5 and 6 are valuable in the description of how the work was started in the United States and its later spread.

Books 7 and 8 are adapted to a definite program in a large city and the reports of what is being done in the leading cities where this movement is in progress.

Book 9 is also descriptive of the emphasis that is needed and how school administrators are reacting to it.

Book 10 is particularly adapted to the use of all teachers who will participate in this work through their subject matter or activity.

Book 11 has some good suggestions in the line of testing.

COMMERCIAL EDUCATION

I. INTRODUCTION

Effective business education must train for citizenship, provide means of earning a living, and train for personal happiness and enjoyment.

Every effort should be made to make the training in technical subjects thorough as a working use of technical subjects is necessary to success in the business world. But in giving this highly specialized training the following two fundamental principles should not be overlooked:

(1) The student should not be deprived of the goal of a college education.

(2) To technical training should be added sufficient cultural background for a well-rounded education.

Commercial subjects are divided into two well-recognized groups:

(1) General commercial subjects, such as commercial geography, commercial mathematics, industrial history, and junior business training.

(2) Technical commercial subjects, such as typewriting, bookkeeping, and shorthand.

General commercial subjects should be placed in the first two years of high school. Technical commercial subjects should be placed in the last two years of high school.

Students who fail to make good grades in English should not elect commercial courses as good English is essential to success in business.

The social value of the commercial course should be capitalized. The first article in our educational creed should be that our course of study should fit every child into his economic world. Our course of study, if it is educative, must open the way for social service for every boy and girl. This can be done by leading them to realize that a life in commerce and industry is a life of social value and meaning. Students in commercial departments should be made to feel that their life in business and industry opens up to them the very means and way for social service. This is the finest thing commercial education can do for the boy and girl.

II. COURSE OF STUDY

1. Secretarial Course*

First Year

Subject	*Hours per week*	*Credit*	*Electives*
English I	5	1	French I
Mathematics I	5	1	Spanish I
Com. Geog. Indus. Hist.	5	1	Com. Art Civics

Second Year

Subject	*Hours per week*	*Credit*	*Electives*
English II	5	1	French II
Jr. Bus. Tr. Penmanship	5	1	Spanish II Biology
Com. Math.	5	1	Mod. Eu. Hist.

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*For course in Commercial Education in Six Teacher School, see High School Reorganization, pages 33-34.

THIRD YEAR

English III	5	1	Com. Art
Shorthand I	5	1	Indus. Art
Typewriting I	5	½	Domestic Art
American Hist.	5	1	Latin

FOURTH YEAR

English IV	5	1	Latin
Shorthand II	5	1	Bookkeeping I
Typewriting II	5	½	Bus. Law
Sec. Training	5	½	

One Elective required each year.

2. Accountancy Course

FIRST YEAR

Same as Secretarial Course.

SECOND YEAR

Same as Secretarial Course.

THIRD YEAR

English III	5	1	Com. Art
Bookkeeping I	5	1	Indus. Art
Office Practice Bus. Law	5	1	Latin
Typewriting	5	½	Algebra

FOURTH YEAR

English IV		1	Algebra
Bookkeeping II		1	Geometry
American History		1	Latin

III. OUTLINE OF SUBJECT MATERIAL

Junior Business Training.

Business training for personal use and for junior service. Business principles and forms. Accounts. Oral and written work to develop vocabulary. Use of calculators and banking machine.

Business Mathematics.

Aliquot parts. Rapid Calculation. Measurements. Graphs. Trade Discounts. Marking Goods. Interest. Discounting Notes. Stocks and Bonds. Exchange. Algebraic Formulae. Taxes and Insurance.

Bookkeeping I.

Retail and Wholesale Business. Purchase, Sales, and Cash Books. Journalizing. Trial Balance. Statements. Partnership. Columnar Work.

Bookkeeping II.

Commission Business. Corporations, and Cost Accountancy. Cash Journal. Payroll. Supplementary Rate. Cost Sheet. Overhead. Estimating.

Shorthand I.

Mastery of Principles. Slow Dictation. Reading of new material from shorthand notes. Re-reading material written two days before.

Shorthand II.

Speed in dictation, 100 words a minute. Spelling. Arrangement and Punctuation.

Typewriting I.

Writing by Touch. Position. Correct Fingering. Even Touch. Rhythm. Speed 25 words.

Typewriting II.

Transcription. Centering letters. Tabulating. Speed, 40 words a minute.

Business Law.

Contracts. Sale of Goods. Negotiable Instruments. Endorsements. Agency. Corporations. Bailments. Common Carriers.

Secretarial Studies.

Forms of Remittance. Telegrams. Cablegrams. Business and Legal Papers. Filing. Business Graphics and Business Organization. Vocabulary. Effective handling of business correspondence. Organizing Memoranda.

Business Correspondence and Office Appliances.

Sales Letters, Collection Letters, Follow-up Letters, Mimeograph, Multigraph, Banking Machines, Calculators.

IV. TEXTS*

Gregg Shorthand, Gregg Speed Studies. (Gregg Publishing Co.)
Graham Shorthand. (Andrew Graham Co.)
Rowe's Budget System Bookkeeping. (H. M. Rowe Co.)
Twentieth Century Bookkeeping. (Southwestern Pub. Co.)
Junior Business Training. Nichols (American Book Co.)
Junior Training for Mod. Bus. (John C. Winston Co.)
Intensive Touch Typewriting. (H. M. Rowe Co.)
New Rational Typewriting. (Gregg Pub. Co.)
Fritz-Eldridge Typewriting. (American Book Co.)
Palmer Penmanship. (Palmer Co.)
Locker Practice Set. (W. C. Locker.)
Commercial Geography. Brigham (Ginn Co.)
Moore and Miner Arithmetic. (Ginn Co.)
Van Tuyl's Com. Arithmetic. (American Book Co.)
Commercial Law. Peters (Southwestern Pub. Co.)
Commercial Law. (H. M. Rowe Co.)
Business Dictation. (H. M. Rowe Co.)
Constructive Dictation. (Gregg Pub. Co.)

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* Textbooks used in any school must be those adopted for use in county in which school is located.

MUSIC

INTRODUCTION

If we accept the current conception of Education, namely, that Education is making desirable changes in people, as a basis for determining the educational value of the subjects contained in our curricula, we must examine music with that as our criterion, to see if it stands the test. Unless it does, it would seem unwise to include it in the course of study and urge that *every school*, Rural, Elementary and Secondary, shall provide for its adequate teaching.

Life is a constant meeting of needs. We are forced from early childhood to old age to make attempts to satisfy needs. In other words our life is made up of satisfaction. Many of these needs are material ones. There are, however, other needs that demand satisfaction, such as communication, the desire to create, to coöperate, to express and appreciate feeling of beauty in form and color, in music. It is these desires and the attempt to satisfy them that give to us the problem of education.

"It is the whole purpose and process of education to adapt conduct to the most wholesome and complete satisfaction of these needs, that life itself may be most complete and wholesome."

Music in itself would not be valuable. It is made valuable by the satisfaction it gives to these needs and desires which are instructive in all people. It is valuable only when it increases satisfaction and when it makes differences in thought and action.

Granting that music gives satisfaction we must decide whether its relative value is great enough to allow it place in our curriculum.

Taking as our great objectives in Education, Health, Practical Efficiency, Citizenship and Recreation, let us see whether music plays a large enough part in relation to them to give us the right to demand the time of our children for it. These objectives might be reduced to two, "man at work and man at play." Isn't it in activities related to these that we find the fundamental differences in qualities of conduct? "If a man keeps himself in excellent health, if he is highly efficient in the use of the tools and the conventions of life and his particular work, if he participates with intelligence and efficiency in the regulative, institutional and social enterprises of his community, State and Nation, and if he uses his leisure time in a wholesome and upbuilding way we should certainly regard him as living a good and worthy life."

If we wish our boys and girls, as adults, to be the embodiment of the foregoing, we must give them as children the opportunities to grow in those respects. The activities of adults and children are much the same in kind. If he is to be able to meet a situation as an adult he must have had as a child opportunities to meet like situations.

Our curriculum must provide, if we are to have well rounded citizens, for all phases of behavior. It is not enough that the acting and thinking phase be provided for. There is a third phase equally important and yet so little recognized, and that is the phase of *feeling*. This phase gives satisfaction in the enjoyment that is found in the various art appeals, none stronger, perhaps, than that in the realm of music.

Music in relation to our four objectives can be justified on any one. It does aid health. It has its value in relation to practical efficiency. It is for that reason that Mr. Schwab finds it valuable to shut down all machinery for a half-hour every morning, that time being devoted to music under the leadership of high-salaried men. For what other reason has it been found practical to have music as part of the daily regime in many factories and stores? Because our business men recognize that the change that comes in thoughts and feelings, makes his employees more efficient and so more valuable to him. Music aids in citizenship in such ways as helping to satisfy that desire to coöperate, to be with others, to be social. We have dismissed the first three with only a sentence because, while music does function in relation to them, its functioning in relation to the fourth big objective, Recreation, is so very vital in this life of ours. We said that man's life might be reduced to work and play. One must have both.

The recent war showed how destitute our boys were of means of profitably using leisure time. This problem becomes more acute with the increased use of machinery and the reduction in time needed for providing our material necessities. With the eight-hour working day comes the increased hours of leisure. Since it is in the unoccupied time that our native impulses and tendencies assert themselves most freely, it is important that these impulses should have been so exercised that the recreative activities should be upbuilding. Is it not safe to say that if in school a boy has received enjoyment from participating in and listening to good music, that he will choose that as one way of filling in his leisure hours? If we can add to the fulfillment of a more complete life by teaching music in our schools, have we a right to deprive any child of that inheritance?

The importance of music has been realized in many sections of our country and in many cities do we find it occupying a large place in the curricula. It would be safe to say now, with the great development that has taken place, especially in the high schools within the last ten years, that no high school can now reasonably consider itself progressive if it is not trying to give to its students as much music as it possibly can, with its size and equipment.

All that is recommended cannot be carried on in all schools. Unless we have vision, however, growth stops. Therefore, more that we can hope to do immediately all over the State is embodied, hoping that it may create a larger vision, and an incentive for the future.

Kinds of Students

There are perhaps three different kinds of students whom we must keep in our minds. First, there are those who are unmusical and are not interested in music. Then there is the group, by far the largest, which is made up of those who enjoy singing, who are musical and interested to the point of wanting to get a great deal without particularly wanting to become performers. A third group includes those who want music as a vocation or whose talents are such that they may become skilled amateurs. Just as in other subjects in the curriculum, we find students with varying capacities to which we must administer.

Equipment Necessary

To accomplish results in High School Music, there must be a well-equipped teacher. What constitutes a well-equipped music teacher? There are two requirements without which she cannot succeed. She may have numberless other assets, but she must be both a musician and a teacher. By musician is not necessarily meant a solo artist. She must, however, have a broad knowledge and experience with musical matters, involving study, and contacts.

It is most important that the music teacher have knowledge of the real technique of teaching, an understanding of the psychology of the adolescent boy and girl with whom she must deal, and an understanding of public school conditions in order that she may be a sympathetic member of the high school staff, doing her part to coöperate with others in carrying out the school policies and bringing to fruition the best possible results in her own field. Many studio teachers, who are excellent as such, are utterly incapable of teaching public-school music because they do not know how to handle groups of children. The success or failure of music in the high school lies largely in the hands of the teacher.

The best teacher in the world must have some place in which to work. The minimum equipment is a room in which she can hold her classes without interruption, a good piano, kept in tune, and a talking machine. Add to this a small library of books, music needed for chorus work, and records.

Credits for Music

The subject of credits in music involves a great many perplexing features differing with schools. Each school has to work out its own salvation in this realm. Unless the teacher makes the music work of such a type that she can honestly feel that it is functioning to as great an extent as other subjects, the school must not grant credit for it. Music, when credited, must involve as much work as other subjects. It is most undesirable that students should feel that music is a "snap" course. The recommendations of the high school committee of the Music Supervisors' National Conference, accepted by the conference and used in the Report of the Commission on the Reorganization of Secondary Education appointed by the N. E. A., Bulletin, 1917, No. 49, follow:

I. "All study of music, or exercise in music, undertaken by any high school as part of the scholastic routine shall be credited by that school.

II. "The amount of credit so granted shall be equal in every case, hour for hour, to that granted by the same school for any other subject, with the following qualifications:

"All subjects, musical or otherwise, are understood in the report to be on a basis of double or single credit, accordingly as they do or do not necessitate a period of study in preparation for each period of recitation. Thus, as applied to music, chorus practice, which requires no preparation, would receive equal credit with drawing, which requires none. On the other hand, each recitation hour in harmony should receive double the credit of each chorus recitation hour, inasmuch as harmony requires preparation study that can be certified; and again, harmony should be credited hour for hour of scheduled recitation equally with mathematics or any subject similarly requiring outside study."

COURSES RECOMMENDED

Since all schools cannot offer all courses recommended because to do so would necessitate elaborate organization and equipment, local conditions must determine the selection. Under no conditions, however, should chorus singing be omitted. Because of the importance of the orchestra, it is strongly urged.

Chorus Singing

Chorus singing may be required or elective. This is again dependent on local conditions. The required chorus is urged when the music interest is great, but when conditions are such as to cause little interest in music the elective chorus may be more feasible. In the latter case there should be at least one period a week of not less than fifteen minutes when the whole school is required to meet in an assembly, at which time music should be considered. This period should be used for the purpose of bringing music to all. It should be a music period.

Regular chorus, be it elective or required, should rehearse as a minimum one one-hour period per week, or two thirty-minute periods.

In an elective chorus the requirements should be placed at a minimum, the one necessary requirement being that the student be able to "carry a tune."

Chorus should be offered to pupils of all years.

In small schools it is not wise to divide the chorus according to years. In larger schools it is advisable to make divisions. For example, one of Junior and Senior students, one of Sophomore year students and a third of Freshmen.

In early high school it may be wise because of voice conditions to have eighth and ninth-year students in a chorus.

In all situations the child must be considered. Frequent individual voice tests must be given in order that the teacher may know the limitations of each voice and the part each ought to sing. With voices changing, what a child sings today may not be what he ought to sing a month from today. It should be remembered that an evenly balanced chorus in a high school is not possible if the best interest of the voices is being followed. The immature voices do not permit it. The inside parts will be weak, there being few altos and tenors generally in this early stage of the changed voice. The teacher must make the best of the situation, not trying to secure balance by forcing voices on parts that are not in their range.

The chorus work should have a definite objective. "Mere efficient conquering of one song after another, with no thought for comparative musical merit, should not constitute the practice. Correct use of voice and intelligent phrasing should be the rule. Further, if the pupils are not yet proficient in sight singing and thoroughly well-informed in elementary theory, these should be taught in connection with chorus work."

The material of this most important phase of music must be carefully selected. In selecting music you must see that the soprano and tenor do not run too high and that the alto and bass do not lie too low. Our boys and girls at this time are not yet fully matured, so we must not expect to find fully matured voices.

Selections to be used should be chosen with the utmost care. No commonplace tune, badly harmonized, should be used because the text "means well." This is especially true of new music. Certain old melodies should be preserved. The chorus work should not be vitiated by use of numbers of songs that no musician would regard as belonging to the realm of music. The songs used should be in the same idiom as that music which all concede is the purpose of a musical education, to lead the student to love and enjoy.

There should be a continuous growth as a result of the chorus work. It should not be possible for a student to emerge from four years of chorus work and then be as far from understanding a Beethoven Sonata as he was when he began.

"The chorus class is primarily for the development and appreciation of music and the chorus music should be the chief material for the development of this appreciation. The chorus class is the occasion for bringing the large student body into contact with musical literature; and the instructor, in his desire for excellence of performance, should never lose sight of the main object of the course."

Glee Clubs (Elective)

Boys' glee clubs, girls' glee clubs and glee clubs of mixed voices may be wanted. These usually have to be organized as extra-curricula activities with meetings out of school hours.

Where the chorus singing is weak, the glee club membership should be large. Where the chorus work is good the glee club membership should be limited with the requirement of more superior work.

It is well to have the separate clubs, allowing them to combine occasionally for the programs.

The question of credit for glee club work must rest with the local authority whose decision must rest on quality of work done and its comparative value.

There are teachers who think it should have credit, while others like to keep it an honorary extra-curricular club for the more musical students.

Orchestra (Elective)

There is perhaps no organization more valuable to a school than an orchestra. It is to be encouraged and a beginning made no matter how few the instruments. A piano and two violins can be used as a start. (Material for such combination may be ordered from Carl Fisher, New York.) The desire to learn to play orchestral instruments is contagious so that with little encouragement you can find boys and girls who will learn to play the clarinet and flute. The orchestra in large high schools began with small groups. The growth has been gradual. Big things must not be expected in a short time. Patience in helping the growth is paramount.

"This study should be offered in all the years of the high school. The musicianship that results naturally from ensemble playing is more advanced than that which results from ensemble singing. More hours of practice and preparation are necessary before successful participation is possible." . . . The course in orchestra must be thorough and well-organized to attain its best ends. The following recommendations are urged:

1. The instruments should be played in the manner of their solo capacities, the ideals of chamber music, and the refund treatment of each part in a symphony orchestra ever being kept in mind.
2. Music should be selected that, however easy, still recognizes these particular values for each and every instrument.
3. The orchestra should be considered an orchestral class or orchestral study club primarily, and a factor for the diversion of the school only incidentally.
4. Each student should be provided with an orchestral part for home study and should be expected to prepare his music between orchestral practices. This requirement is especially important where school credit is given to members of the orchestra.
5. Instruments should be bought by or for the school, to remain school property, and should be lent, under proper restrictions to students who will learn to play them. Instruments such as the double bass, timpani,

French horn, oboe and bassoon, should be bought. Only by such means can orchestral richness and sonority be secured, the real idiom of the orchestra be exemplified, and advanced orchestral literature be made practicable to the student. There should be at least one two-hour rehearsal a week.

Preparatory Music Course (Elective)

A course in elementary theory and sight singing is earnestly recommended. All who are interested in music should be eligible to it and those students who are planning to go into the field of teaching should be urged to take it that they may get some musical knowledge and background before entering the college and teachers' training institutions. This course with the chorus work would give valuable foundation. There should be enough sections of this class so that it need not have more than twenty-five students in it. It should require outside work to the same extent as other subjects, be carried on in the same seriousness as other classes, and receive credit on a par with other subjects.

This course should cover the details of major, minor and chromatic scales, key signatures, intervals, note values, time signatures, measures, dynamic signs, tempo marks, etc. These should be applied to actual music. This course should include sight singing and ear training, stressing both class and individual work. In sight singing the pupils should acquire the ability by the end of the year to sing any part of a simple folk tune or hymn at sight with words or syllables.

As part of this general course there should be a simple course in music appreciation. In this course the main aim should be to develop a love for music through contact with much that will bring to them such satisfactions that they will enjoy the best music. To accomplish this we must use material within their comprehension.

This class should meet at least three forty-five minute periods a week for one year.

In this class simple material must be used, e.g., Hollis Dann, Books II, III; Progressive Music Series, Book I; Primary Melodies (Newton), Ginn & Company; Progressive Melodies (Baldwin), Ginn & Company.

Harmony (Elective)

In such schools where there is the organization, the teachers, and where the students have had previous work enough, either in school or out, classes in harmony may be formed. These classes, since they require outside work to the same extent as other subjects, should be credited on the same basis.

Appreciation (Elective)

It is much better to have the appreciation course in which intensive work, including music form, history, biography, done as Junior and Senior subjects. In that case the students are more mature. The background received in chorus and theory, with the incidental appreciation done in connection with them, makes the student better able to understand and comprehend the more mature thought and feeling of the music which should be the basis of the course.

In all appreciation work great care and thought on the part of the teacher must be exercised in making preparation, in order that she may so guide the lesson that it will be one of passive listening only. The lesson must lead the students to intelligent listening in which they feel a participation. For methods of procedure and projects that may be used, valuable suggestions may be found in Golden Treasury, Book I, issued by the School Research Department, Edison Music Research, 473 Fifth Avenue, New York City; Outlines of a Brief Study of Music Appreciation for High School, Victor Talking Machine Company, Camden, N. J.; An Outline of Study for Public Schools Based on Columbia Graphophone Records, Educational Department, Columbia Graphophone Company, 1819 Broadway, New York City.

As an aid and impetus to the acquaintance and use of the better music the Memory Music Contest has proved most valuable. It has been enthusiastically used in all parts of the country. Much detail, showing how the contests are usually conducted may be had by writing to the National Bureau for the Advancement of Music, 105 West 40th Street, New York City.

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The Minuet, Boccherini.
Nursery Rhymes (Suite), A. F. M. Constance.
Philomel, Nevin.
Dame Cuckoo, Hiller.

CANTATAS (UNCHANGED VOICES)

The Garden of Flowers, Denza. H. W. Gray Co.
King Rene's Daughter, Smart. H. W. Gray Co.
The Lady of Shalott, Bendall. H. W. Gray Co.
The Legend of Bregenz. H. W. Gray Co.
Pan, Bliss. Willis Music Co.
Hiawatha's Childhood, Whiteley. C. C. Birchard & Co.
Bird Raptures, Nell Earhart. C. C. Birchard & Co.
O Night, O Lovely Night, Bliss. Willis Music Co.
Mandolins and Moonlight, Bliss. Willis Music Co.
Toys of the Floating Island, Bliss. Willis Music Co.
The Walrus and the Carpenter, Fletcher. Novello.
A Midsummer Night, Bliss. John Church.

FOUR-PART SONGS

S. S. A. B.

The Revel of the Leaves, Coda Series, 204.
The Miller's Wooing, Coda Series, 240.
Vacation Song, Coda Series, 268.
Song of the Vikings, Coda Series, 100.
Heaven and Earth Display, Coda Series, 162.
Fairy Land Waltz, Coda Series, 165.

S. A. T. B.

Columbia, Beloved, Beacon Series, 193.
Farewell to the Forest, Beacon Series, 39.
Happy and Light, Coda Series, 44.
Estudiantina, Lacombe, Laurel Octavo.
Gypsy Life, Schumann, Laurel Octavo.

The Carnival, Rossini, Laurel Octavo.
The Caravan, Pinsuti, Laurel Octavo.
Jack Frost, Gaul, Laurel Octavo.
Country Fair, Abt. Octavo.
Spring Song, Pinsuti, Octavo.
Blue Danube Waltzes, Strauss, Octavo.
The Bridal Chorus, Cowen, Octavo.
Triumphal March from Naaman, Costa, Octavo.
Song of the Tritons, Molloy, Octavo.
All Among the Barley, Sterling, Octavo.
Daybreak, Eaton Faning.
Song of the Vikings, Eaton Faning.
The Skylark, Barnby.
O Italia, Italia, Beloved, Donizetti.
The Owl and the Pussy Cat, George Ingraham.
May Day, Hadley.
The Merry Miller, DeKoven.
Now the Roll of Lively Drum, from the Daughter of the Regiment.
Rustic Song, from Rob Roy.
Come, Dorothy, Come, Swabian Folk Song.
Fairy Song, Zimmerman.
Bells of Aberdorey, Venables.
The Bugler, Pinsuti.

MALE QUARTETTES

The Aeronaut, Glen Woods.
Bill of Fare, Zallner.
Curriculum, Glen Woods.
Just Caws (Cause), Bliss.
Kentucky Babe, Geilul.
A Little Dutch Garden, Spross.
A Picked Up Breakfast, Andrews.
The Sweetest Flower that Blows, Hawley.
Sweet Miss Mary, Neidlinger.
Dainty Dorothea, DeKoven.
Toreador Song, from Carmen.
The Old Woman in the Shoe, Wing.
Song of the Armorer, Nevin.
Doan You Cry, Ma Honey, Smith.
A Mother Goose Tale, Flint.
My Wild Irish Rose, Olcott.
Tate, Woods.
De Coppah Moon, Shelley.
The Bugle Calls Away, Greely.
Sorrows of Werther, Lynes.
Dry Yo Eyes, Landsberg.
Lovely Night, Offenbach-Spiker.
The Night Hath a Thousand Eyes, Nevin.
Carry Me Back to Old Virginy, Bland-Perkin.
Darkies, Wheeler.
Marcheta, Schertizinger.

The above lists are merely suggestive. The following supplementary material is published. Each company issues a well-graded catalogue from which teachers may select and have sent on approval any amount desired. The most satisfactory way to find desirable music is to have quantities sent, in order that you may try it. What is suitable for one chorus or glee club may not be adapted to another.

Beacon Series. Silver Burdett & Co.
Coda Series. Ginn & Co.
Laurel Octavo. C. C. Birchard & Co.
Natural Music Leaflets. American Book Co.
Stanhope Edition of School Music. White-Smith Publishing Co.
Silver Song Series. Silver Burdett & Co.
School Music Leaflets. P. C. Hayden, Keokuk, Iowa.
Supplementary Music for Schools. Clayton Summey, Chicago.
Willis School Songs. Willis Music Co.
School Music Material. G. Schirmer.
Education Music Bureau, Wabash Avenue, Chicago.

LIST OF STATE APPROVED TEXTBOOKS

Chorus Books

Baldwin and Newton—*Familiar Song Classics.* (Ginn)
Baldwin and Newton—*Standard Song Classics.* (Ginn)
Chadwick-McConathy-Birge-Miessner—*Book of Choruses.* (Silver)
David Bispham Song Book. (Winston)
Earhart—*Art Songs for High School.* (American)
Giddings and Newton—*Junior Song and Chorus Book.* (Ginn)
Giddings—*Standard Chorus Book.* (Oliver Ditson Company)
Hollis Dann—*Junior Songs.* (American)
Hoover—*Assembly Hymn and Song Collection.* (Educational Music Bureau)
Marshall—*Halcyon Song Book.* (Silver)
McConathy School Song Book. (Birchard)
Ne Collins—*Glee and Chorus Book.* (American)
Parsons—*High School Song Book.* (Silver)
Tomlins—*Laurel Music Reader.* (Birchard)
Tomlins—*Laurel Song Book.* (Birchard)
White—*Lake High School Song Book.* (Scott)
Zeiner—*High School Song Book, Revised.* (Macmillan)
Golden Book of Favorite Songs. (Hall)
Grey Book of Favorite Songs. (Hall)
High School Assembly Song Book. (Barnes)
No. 1, Twice 55 Community Songs. (brown book). (Birchard)
No. 2, Twice 55 Community Songs. (green book). (Birchard)

Music Appreciation

Faulkner—*What We Hear in Music.* (Victor Talking Machine Company)
Hamilton—*Music Appreciation.* (Oliver Ditson Company)
Moyer—*Introduction to Music Appreciation.* (Oliver Ditson Company)

Theory and Harmony

Anderson—*First Forty Lessons in Harmony.* (Birchard)

Anderson—*Second Forty Lessons in Harmony.* (Birchard)

Gardner—*Essentials of Music Theory.* (Carl Fischer, Cooper Square, New York)

Heacox—*Harmony for Ear, Eye, and Keyboard.* (Oliver Ditson Company)

Maryott—*Essentials of Harmony.* (Gamble Hinge Co., 67 E. Van Buren Street, Chicago, Ill.)

Tapper—*First Year Harmony.*

Tapper—*Second Year Harmony.*

Tapper—*First Year Theory.*

Music History

Cooke—*Standard History of Music.* (Theodore Presser Company, Philadelphia, Pa.)

Forsyth—*Progressive History of Music.* (Art Publication Society, St. Louis, Mo.)

Hamilton—*Outlines of Music History.* (Oliver Ditson Company)

Mathews—*Popular History of Music.* (John Church Company)

Tapper and Goetichius—*Essentials of Music History.* (Scribner)

FINE ARTS

It is assumed that the high school art teacher is a person trained in art, as well as in education; therefore his course is given in outline without details. Thus, the trained teacher is robbed neither of initiative nor of individuality in method.

With the exception of Art VI, this course is planned for *every child*—to develop him and to add to his general culture, with no intention of making an artist of him.

Let instruction in art emphasize design rather than drawing. Creative power as well as power of expression is given opportunity to develop. Many exercises are provided for the students to employ in synthetic method the art principles: subordination, opposition, transition, rhythm, symmetry, balance, and proportion. After the student gathers his information from whatever sources and marshals his ideas together, he must use his individuality in expressing these ideas, and he must also make fine choices in order to create harmonies. There is strong conviction that cultivation comes only through exercise and that providing exercises is the best way to cultivate appreciation in this special field.

Students are stimulated to thought by illustrative material. Discriminating selection can be used in making a collection which has good but inexpensive examples of some of the world's best painting, sculpture, architecture, furniture, pottery, textiles, and lettering.

Art I. For all students in grade 8. Two periods of 45 minutes each.

1. Color theory (hue, value, intensity).
2. Flower painting and flower composition. Study of Japanese brushwork.
*3. Pattern design.
*4. Block printing (surface pattern made with a design on 2-inch lino leum block.
5. Other problems in design.

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*See Note (*) following page.

6. Study of landscape by masters. "Spotting in" of landscapes in dark and light to discover the master's composition.
7. Landscape composition.
8. Designing of toys.
9. Pose drawing (costumed model).
10. Lettering (elementary with round nib pen).
11. Simple perspective (cylindrical, one-point, and two-point).
12. Notebook (notes, choice magazine cuts, picture studies).

Medium—charcoal, water color, ink, crayon, linoleum blocks.

*In teaching design particularly in numbers 3 and 4 above, the following aims should be stressed:

(1) To give our manufactured products a distinctive place among the products of the world.

(2) To work for better quality in design.

(3) To train in invention and imagination.

(4) To create art in America reflecting American ideals.

(5) To teach the fundamental principles and essentials of good design and their application to practical problems.

Trade Studies: Textiles—printed silks, cottons and cretonnes, tapestry, carpets and rugs, furniture, wall paper, and paintings.

Application—by stencil, wood block, etc.

Materials studied in relation to one another; in relation to general schemes of color, as in the various rooms of the home, in the garden, in dress.

Art II. For all girls in Grade 9. Two periods of 45 minutes each.

1. Color theory, reviewed with addition of warm and cool colors and complements. Water color or tempera.
2. Cast and figure drawing (elementary).
3. Drawing of still life, stressing dark and light. Charcoal.
4. Design of pottery forms. Study of fine and local pottery.
5. Design of border, using Coptic or Peruvian motifs.
6. Design of iron gate, illustrating subordination to an axis. (Study of old Spanish and Colonial wrought iron.)
7. Lettering (festival cards, monograms, illumination).
8. Study of great portraits.
9. Notebooks (notes, choice magazine cuts, picture studies).

Before students are eligible for Art III, IV, V, or VI, they must have had Art I and II.

Art III. Costume Design and Interior Decoration.

Five periods a week, one point credit. Required of Home Economics girls in tenth year, elective with others of Senior High School.

COSTUME DESIGN

1. Color theory.
2. Textile design.
3. Study of the human figure (straight front and turned—built up from the bony structure on ovals).
4. Study of the history of costume through the Primitive, Egyptian, Asiatic, Greek, Roman, Byzantine, and Renaissance periods. Study of both cultural and vocational aspects for appreciation.

5. Designing of practical styles in relation to individuals, locations, and occasions.
6. Some study of methods of decorating materials—tie dyeing, block printing, stenciling, and batik.

INTERIOR DECORATION

1. House plans.
2. Elevation drawings in color. Wall elevations for type rooms, with arrangement of furniture.
3. Design of borders. Notan and color.
4. Study and design of rugs (oriental and domestic).
5. Design of wall paper patterns in color.
6. Making of print and tapestry patterns. Study of Colonial Coverlets.
7. Study of backgrounds, floors, floor-coverings, curtains, placing of furniture, and hanging of pictures.
8. Study of period furnishings and their adaption to modern use, for art appreciation.

There is splendid opportunity for this class to serve the school by designing the costumes for plays and pageants, and by making the decorations for school functions.

Art IV. Commercial Design.

Five periods, one point credit. Elective in Senior High School.

Recommended for students of Commercial Department or of Industrial Arts Department. Required of the art staffs of the school publications.

1. Line, dark and light, and color applied to; poster making, textile design, advertising, bookmaking, stage settings, festivals or pageants.
2. Special emphasis on lettering—beauty of form, legibility, style of letters, type faces, title pages, page spacing, page decoration, florets, illumination.
3. Design of bookplates.
4. Study of old manuscripts.
5. Correlations made with printing in the school print shop.
6. Printing of Christmas cards and textiles on handpress with designs from linoleum blocks.
7. Designing and cutting of linoleum blocks for school weekly and annual.

The class taking this course can render its school a distinct service by handling all advertising matter for plays, pageants, banquets, and other entertainments; and by making linoleum cuts, headings, tail-pieces, illustrations, and page arrangements for the school weekly and annual. The community too can be served by posters for church affairs, for bazaars, by window arrangements for stores, by making street signs, etc. However, it will take a careful sense of proportion in the instructor to prevent overdoing some one phase of the course to the neglect of the rest.

Art V. Art Appreciation and History of Art.

Five periods for one semester. One-half point credit. This course with one semester of Music Appreciation gives one point credit toward graduation. Elective in Senior High School.

A study of painting, architecture, furniture, textiles, sculpture, gardens, interiors, and pottery will be made in the following: Egyptian (including Coptic), Greek, Roman, Mohammedan, Oriental, Gothic, English, and American Indian Art.

There will be lectures illustrated with lantern slides from the Metropolitan Museum and other galleries.

If there were a suitable text on Art History for high school students, it is advisable to use one.

Art VI. Freehand Drawing and Sketching.

Five Periods a week, one point credit. This course intended for those students who expect to major in art and who have need for and time to get first hand information.

Elective in Senior High School.

Aims: To learn to appreciate the beauty in nature and in the human form; to train in expression, composition, and art judgment.

I. Landscape.

Outdoor sketching.

Two types of sketching:

(a) Quick sketch to develop pupils power of rapid delineation.
(b) Carefully drawn freehand sketch, showing all details of construction, form, and technique.

Decorative nature work in design.

Application—panels for screens, mural decoration, furniture, etc.

II. Figure drawing.

(a) Study given to the construction and action of the figures.
(b) Use of the figure in composition.
(c) Study of illustration, both book and magazine.

INDEX

PAGE
Agriculture 161
Agriculture Textbooks 169
Algebra 111
Ancient and Mediæval History 66
Apparatus for Science Teaching 127, 140, 146, 152
Arithmetic 110
Biology 130
Biology Textbooks 141
Books for Home Reading 32, 33
Chemistry 147
Chemistry Textbooks 154
Civics, Community 50
Commercial Education 183
Commercial Education Textbooks 185
Composition 15, 20
English 9
English Textbooks 44
European History, Modern 65
Fine Arts 200
French 94
General Science 122
General Science Textbooks 129
Geography 155
Geography Textbooks 158
German 104
History of the United States 69
Home Economics 159
Home Economics Textbooks 170
Industrial Arts 171
Introduction 7
Latin 81
Literature 23, 25, 28, 31
Mathematics 106
Mathematics Textbooks 112
Manual Arts Textbooks 170
Modern Languages 94
Music 186
Music Textbooks 199
Preface 5
Physics 141
Physics Textbooks 147
Science 115
Social Sciences, The 48
Social Science Reference Books 78
Social Science Textbooks 79
Spanish 100
Trades and Industries 167
Visual Instruction 121
Vocational Education 159
Vocational Guidance 180

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Physical Education in the High School

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CONTENTS

PAGE
PREFACE 3
INTRODUCTION 4
GENERAL STATEMENT 5
AIMS OF PHYSICAL EDUCATION 7
THE PROGRAM 8
PHYSICAL TRAINING 8
CALISTHENIC LESSONS 22
GAMES AND RELAYS 33
RELIEF DRILLS 41
COMPETITIVE SPORTS 48
CORRECTIVE EXERCISES 52
A SCHOOL HEALTH PROGRAM 56
INTER-SCHOLASTIC ATHLETICS 57

PREFACE

The importance of Physical Education is generally recognized by school men and women everywhere. The Greeks had music for the soul and gymnastics for the body. The expression, "*Mens Sana in Corpore Sano*" ("A sound mind in a sound body"), is Latin in form, but Greek in meaning and its validity is recognized everywhere. With the decline of Greek and Roman civilization there was a falling away, not only from the importance of physical training, but of mental training. During the Middle Ages there was a disposition to despise the body rather than to regard it as the temple of the soul, and, therefore, worthy of highest development.

The demands of our present-day civilization upon the physical strength of an individual make it more imperative now than ever before that due regard should be given to bodily development. The increased emphasis, therefore, upon Physical Education is warranted from every standpoint. Spencer says that the first obligation of the school is to make the pupil a good animal. The physical basis is fundamental as the foundation upon which to build manhood and womanhood.

In some schools the tendency has been to place undue emphasis upon competitive exercises and upon the more strenuous forms of physical training called athletics. The purpose of Physical Education in a high school is not to train a few athletes, but to give systematic and properly-planned exercises to all boys and girls in order that their bodies may be developed and health promoted.

It would be highly desirable to have a director of Physical Education in every high school. This, however, is impossible in the smaller schools. It is possible, however, for some training in Physical Education to be given in every school if principals and teachers will avail themselves of the instructions and material in this manual. It is hoped that emphasis will be placed not only upon the recreational aspects of Physical Education, but also upon the corrective aspects and wherever possible that the health authorities of the community will be called upon to coöperate in the realization of the complete aims of a Physical Education program.

" 'Tis Life, not Death, for which we pant;
More Life and fuller that we want."

J. Henry Highsmith

October 9, 1926. *State Inspector of High Schools.*

INTRODUCTION

This course in Physical Education for the high schools of the State was prepared by Mr. J. F. Miller, Director of Physical Education, and W. C. Parker, Professor of Physical Education, of the North Carolina College of Agriculture and Engineering, Raleigh, North Carolina.

The publishing of this bulletin is the outgrowth of considerable discussion concerning the teaching of habits pertaining to the physical side of the high school student. It was felt that it is just at this period of life that the body, upon which the intellectual development is largely dependent, should be given at least a guide in proper exercises and activities in order that the mind and body should develop simultaneously.

In fact, the purpose of this course is to follow in order the course prepared for the elementary grades and issued as our publication number 94. It is so prepared that it is not necessary for the teacher to have had special training in physical education. Any teacher by using these outlines as a guide may instruct a class in the exercises set forth and thus aid in perfecting the physical life of the youth of the State.

It is believed that this bulletin will serve a practical purpose and that work in physical education may be carried out that will bring gratifying results not only in improving the physical side of the child's life, but also his mental and moral side and the general spirit of the school. It is hoped that at least one teacher in each high school will take advantage of the outline presented to put on a program of physical education in each high school of the State.

A. T. Allen

State Superintendent of Public Instruction

PHYSICAL EDUCATION IN THE HIGH SCHOOL

GENERAL STATEMENT

Much has been written and much has been said about the training and the development of man physically, mentally and morally. Fine school systems have been developed to train the minds of the young, fine churches have been built to guide the morals of our people but comparatively no opportunity has been provided for the physical education of our coming generation. Practically the only organizations which have tried to put into actual practice the theory of the three-fold man, believing that the physical, mental and moral development were so inter-related that the one could not be properly developed without the aid of the other, are the Y. M. C. A. and the Y. W. C. A.

This ideal of perfecting the body, disciplining the mind and molding the character of the youth by selected forms of physical activity has been held and handed down through the ages. The zenith of the civilization of every country has been reached when that country cherished this ideal. It is always present but as has so often been the case, it drifts wraithlike out of sight and the nation suffers as the individual suffers. Intercollegiate and interscholastic athletics have been the most valuable exponents of physical education. Great throngs collect and cheer for the winning teams. Those who have time and opportunity to participate in this comparatively small group are out on the field winning honors for themselves and laying foundations of the firmest texture for their future lives. Those who needed the benefits of the work the most, the over-studious and the over-social, sat in the cheering sections. It is for them that the great benefits of physical education are awaiting. In the past the cause of nations losing the grip of this ideal was due in most part to dissipation. Today the cause is not so much dissipation as the mere fact that time is placed before other and more important considerations.

Few great movements in the history of the world ever started and lasted without some great crisis as its cause. The recent great World War was the crisis that brought with impelling force the lack and need of physical education and at the same time demonstrated the great benefits which systematic exercise could bring to the participant physically and socially. America was astounded and shocked out of much of her complacency and apathy, when the draft revealed the positive fact that one out of every four of the young men who should have been in the prime of their physical manhood, were unfit to bear arms in the emergency call of their country. The result was that a thorough study of the situation was made by the government. American education had failed in that it had neglected to provide for the physical development and health of her youth. Immediately recreation, play and exercise on an organized basis was made a part of the routine of the vast armies in Europe. Physical education did much for the morale and physical fitness of these armies, helping make possible the victory that came.

The ending of the war does not put an end to the physical impairments of the coming generation. The disastrous by-products of the war can even now be observed in the European countries. We must realize that competent authorities state that three out of every four children of the fifteen million school children of today are suffering from some physical defect which can be prevented or corrected. *The schools of our country can prevent repetition of the facts disclosed by the war.* The government of the United States has appropriated vast sums to assist the different states in setting up opportunities for the youth of the land to play, to get supervised exercise and to develop habits of health. Many of the states have incorporated in their statutes, laws requiring physical education to be taught in their public school system.

Educators of our country now recognize an educational value in physical education as well as a physical value. The experience of the war proved that the physiological benefits which had heretofore been recognized were minor in comparison to the social values. The precepts of good citizenship and the precepts of sound character and right habits of living have been taught in the schools almost since their origin; in fact, this is education. Educators realize that the playfields afford a laboratory for putting into practice these precepts, such as cannot be found any other place. The importance of physical education physically, mentally and morally in determining the high standards which our future citizens must maintain to be successful in this day and time is pretty generally recognized and provisions have been made for it in the school curriculum with equal importance to other subjects taught.

A physical education program in a school should be to develop "athletics" and not to develop "athletes." It should be kept in mind that although the more obvious results of physical education are physical, the ultimate objectives are character training, habits of healthy living and the development of social responsibility. The main emphasis of the physical education programs in the high schools of North Carolina in the past has been placed on interscholastic teams. A small percentage of the student body who were fortunate enough to be endowed with a fine physique, were given the time and attention.

Today, however, many cities in the State are putting on programs of physical education which include physical training classes, games and instruction in hygiene. A man or woman trained in physical education work is secured to organize and administer this program. The organization demands that classes be formed according to grades and work given at certain periods during the students' daily schedule. The modern school buildings being built in the State at the present time are equipped with a gymnasium to centralize this work. The Director of Physical Education gives his entire time to the organization and teaching of physical training classes, hygiene classes, inter-school leagues, coaching interscholastic teams and many times supervising the physical training work in the elementary schools of the city.

The large majority of high schools of North Carolina do not have these facilities to put on a program of physical education. It is the object of this outline to assist those schools which find it necessary to use teachers who have not had special training in physical education. This outline is by no means a complete syllabus of physical education but rather sufficient material so arranged that it can be put into practical use by any school desiring to instigate an organized program. Every teacher or leader should be able to work out his program for the year by using this suggested program and should seek every available opportunity to familiarize himself with physical education.

AIMS OF PHYSICAL EDUCATION

The aims of physical education in its broadest sense can be classified under four heads:

A—Hygienic

The promotion of health and development of organic vigor. Under this head are classified all forms of exercises which stimulate and increase the activity of the respiratory, circulatory, digestive and excretory systems. Examples of such exercises include movements which bring into play the larger group muscles such as games, gymnastics, athletics and folk dancing.

B—Educational

This is primarily the training of subjective and objective motor control and develops such qualities as leadership, self-control, coöperation, fairness, truthfulness, self-confidence, obedience, courage, loyalty, determination, quickness of perception and quickness of action. Examples of such exercises are games and response commands in gymnastics.

C—Corrective

Corrective aims are met by exercises especially designed to correct certain common physical defects found to a large degree in school children. The most common defects being poor posture, round backs, hollow chests, and flat feet. Although the corrective values should be stressed in all forms of physical training it becomes necessary at times to group certain of these students in separate classes where corrective exercises are the predominating types of exercises.

D—Recreative

Physical education to be of its most value must be recreative in its nature. Results can only be accomplished when students are interested in the work they are doing. Plays and games lend themselves to this accomplishment most readily, although gymnastics may be made interesting if proper explanation of its aims are clearly put before the classes.

More specific aims of physical education in the schools may be stated as follows:

1. Alleviation from mental strain.
2. Relief from long sitting positions.
3. Satisfy urgent desire of every healthy child for muscular activity.
4. Establish habits of daily exercise.
5. Furnish proper outlet for superfluous energy.
6. Develop poise and strength.
7. Improve discipline.
8. Promote the joy of living and bring happiness into the school life.
9. To make better citizens.

THE PROGRAM

The following program is suggested as one that would cover practically all phases of physical education in a high school system. Each part of this program has been fully described and practical suggestions made for carrying it out in the following pages. This program is divided into six parts as follows:

1. Physical Training Lessons.
2. Competitive Sports.
3. Relief Drills.
4. Health Instruction.
5. Corrective Exercises.
6. Interscholastic Athletics.

PHYSICAL TRAINING

A—Scope

The foregoing plan of physical training is designed especially to meet the needs of the many high schools which have not gymnasiums or special physical training supervisors. Although a much more elaborate and comprehensive piece of work can be accomplished with the use of a gymnasium and the services of special supervisors of both boys and girls, it is still possible to promote a constructive program of physical training without either. It is the plan of this outline to give in detail all the information necessary in carrying on a program of physical training, and to give this information in terms easily understood by the average teacher.

B—Time and Division of Pupils

The physical training periods should be at least thirty minutes long, a longer period is even better. Such periods should come at least twice a week, although the ideal situation would be once every day.

Just where these periods should come in the school curriculum is a matter of local organization, and it would probably be impossible to submit any one plan that would be advisable in every system. However, in schools having an average daily attendance under 140 it is suggested that an *"activity hour"* be set aside each day. This would permit the boys to have physical training two days and the girls two days and neither interfere with the other. If, however, these classes can be taken to a playground large enough both boys and girls can meet at the same time. This would permit more classes per week or give more days for other activities. Best results can be obtained by scheduling the "activity hour" late in the morning session.

C—Who Will Teach These Classes

The program outlined for these classes is so arranged and explained in detail that any teacher on the faculty could successfully carry it out. All teachers graduating from our normal schools and colleges of today have had more or less training in physical education and athletics, and could with very little preparation carry out its aims. Some, of course, will be better qualified than others. It is suggested that either the principal or the man in charge of athletics take charge, with the assistance of the other teachers. Wherever possible, it is desirable to have one of the women teachers handle the girls' classes and one of the men handle the boys' classes.

D—Where to Hold These Classes

The ideal place to hold the classes, of course, is the gymnasium. However, where there is no gymnasium there are generally other available spaces such as the school yard or playground, hallways, or the classroom. Whenever possible it is advisable to hold these classes out-of-doors. In schools where the playground is of sufficient size the girls' and boys' classes can meet during the same hour on the same days. This will make it possible to have the classes more times each week or make more periods available for other activities. Where such a plan is possible one or two days could be given to the "Competitive Sports" program.

E—Plan of the Physical Training Period

The physical training period has been divided into three parts:

1. Marching Tactics.
2. Calisthenics.
3. Group Games.

Such a division necessitates giving each phase only a small amount of time. Taking a thirty-minute period as a sample such division would consist of:

Marching Tactics	5 minutes
Calisthenics	10 minutes
Group Games	15 minutes

However, such a division need not be final and the instructor should feel free to put more or less time on any of the divisions depending upon local conditions.

F—Marching Tactics

Marching tactics are included for two purposes:

1. Develop Response.
2. Posture Training.

Only the simple tactics and elementary marching is included. This type of work should come at the beginning of the lesson and can be used as "warming up" exercises, as well as for the development of a quick response and a good carriage. No attempt has been made to outline lessons as the movements should be taken one by one, progressing only as fast as the class masters them.

G—Calisthenic Lesson

The calisthenic lesson is divided into eight divisions. This is done for the purpose of including exercises that will directly exercise all parts of the body. It is advisable to follow the order indicated in the lessons. However, should the lesson be shortened, certain parts can be omitted, or if lengthened, two exercises under certain divisions can be used. The lesson can also be lengthened by giving more repetitions of each movement. The divisions of the calisthenic lessons are as follows: breathing, arm and leg, posture, trunk, abdominal, balance, jumping, and breathing.

H—Group Games

Games should come at the end of the period. They are given the largest allotment of time because of their importance in any program of physical training. Not alone do they carry great physical benefits, but they are unexcelled in developing such qualities as leadership, coöperation, fairness, team-work, honesty, obedience, loyalty, quickness, and self-confidence. The success of the physical training periods will depend to a large extent upon the interest manifested by the pupils; games will do more than any other one thing to create and maintain this interest.

A great deal of interest can be developed by having definite teams for these games and having these teams compete against each other during every physical training period. Keep a record of the results on the board in the study room or the assembly room. This will bring a competitive spirit into the physical training periods and will greatly help to build up the interest and enthusiasm.

If such a plan is not followed, teams can be selected each day by dividing the class into equal teams by lining them up in a single line and counting off in the desired numbers.

Lists of games suitable for both high school girls and high school boys are included in the outline.

I—Gymnastic Commands

All gymnastic commands are divided into three parts:

1. Preparatory or Explanatory Part.
2. Pause.
3. Executive Part.

A—PREPARATORY PART

The aim of the preparatory part is to explain briefly and concisely what is to be done. This should be done in a manner that will leave no doubt in the pupils' minds what is expected.

B—THE PAUSE

Following the preparatory command should come a pause long enough to allow the pupils to form a mental picture of what the exercise is to be. If the pause is too short the pupils will not have a clear understanding of what the exercise is. If the pause is too long, the pupils will lose interest and consequently not all act together when the executive command is given.

C—THE EXECUTIVE PART

This is the signal for immediate action. There are two accepted ways of giving this command—one by using the verb, the second by using numbers. Examples:

1. *Use of Verb*: Arms forward . . . . . . RAISE

"Arms forward" being the preparatory part, telling the class what the exercise is—a pause giving time to think it over—and the verb "raise" coming as the executive signal to start the exercise.

2. *Use of Numbers:* Arms raising forward . . . 1-2.

In this method the present participle of the verb is used in the preparatory command, then the pause and then "1" as the command of execution. "2" is then used as the command of execution to get the class back to the original position.

Exercises may be given in rhythm very much the same way they are given by using the numbers. The rhythm is set by the teacher either during the first exercise or before the exercise is started. Example:

ARMS RAISING FORWARD (in rhythm) . . BEGIN (1-2-3-4, 1-2-3-4).

Rhythmical exercises are stopped by saying "Class Halt" on the 3rd and 4th count.

J—Methods of Presentation

The matter of presentation of calisthenic exercises is a very important one. It is absolutely essential that the class understand exactly what the exercise is before they attempt to do it. In the main there are three accepted methods:

1. *Short Description*—In this method the verb is used as the command of execution. Exercises presented in this manner require a quick response and are of infinite value in developing quick reaction and alertness. Example:

ARMS FORWARD . . . . RAISE

2. *By the Numbers*—By using this method the teacher can give a full explanation of the exercise in the preparatory part of the command using the present participle of the verb. The pause necessarily should be a little longer. The command of execution in this method is a number. If a two-count exercise is given, the numbers should be 1 and 2, repeated as many times as the teacher desires the exercise to be done. Example:

ARMS RAISING FORWARD . . . . 1-2.

(On "1" arms are raised forward and on count "2" they are lowered to position.)

3. *By Demonstration*—When using this method the teacher sets the exercise before the class—she may or may not give explanations as she is setting it. This method is advisable when giving *new exercises* and when giving more complicated exercises. After the exercise has been demonstrated the command of execution is a number. Example:

DEMONSTRATE, ARMS FORWARD RAISE . . READY, 1-2, etc.

K—Execution

Emphasis should be laid upon correct form and energetic execution. There is very little, if any, benefit derived from calisthenic exercises if done in a half-hearted manner. Not only should exercises be done in good form, but should be done immediately upon the giving of the command of execution.

This same emphasis should be stressed in the playing of games. Games lose a great deal of their value, both from the hygienic and educational aims if rules are not lived up to exactly, or if played in a listless manner.

L—Corrections

Corrections should be made whenever the teacher sees that the exercises are not being executed properly. As a rule corrections should be made to the class as a whole. However, if after corrections have been made in this manner, and still pupils are executing them wrong, individual correction must be made. Such general corrections or admonitions as "chest high," "stand tall," "waists in," when giving posture exercises, for example, will be of general benefit in getting correct execution.

M—Repetitions

The hygienic values of calisthenics are only obtained by giving many repetitions of the different exercises. The number should be varied and will run from four to eight, depending upon the difficulty of the exercise.

N—Suggestions in Teaching Games

1. It is of prime importance that the teacher know all the rules.
2. Teacher should always have a whistle.
3. Give rules and methods of play of a new game in classroom with use of diagrams. It is best to explain the game before starting to play and not as game progresses.
4. Change runners often.
5. Lack of interest may come from having too many in the game, one or two being allowed to dominate play, sides uneven in strength, or tired of that particular game.
6. Insist upon living up to rules at all times—this teaches fair play and gives all pupils confidence in teacher.
7. See that everyone gets a chance to run or be "it."
8. It always adds interest when the teacher participates in the game.
9. The teacher should suggest different games and let the pupils choose the one they wish to play.
10. New games should be taught from time to time, but when one game is extremely popular, it is not best to introduce a new one until the interest starts to lag.
11. Insist upon all the pupils taking part; the very ones that are backward about playing are the ones that need it the most.

O—Arrangement of Class for Exercise

It is necessary to have one or two definite systems by which the class can be arranged for the calisthenic lesson. Two things to be taken into consideration are: first, that there is ample space between each individual to permit absolute freedom of motion; and second, to have the smaller pupils in front.

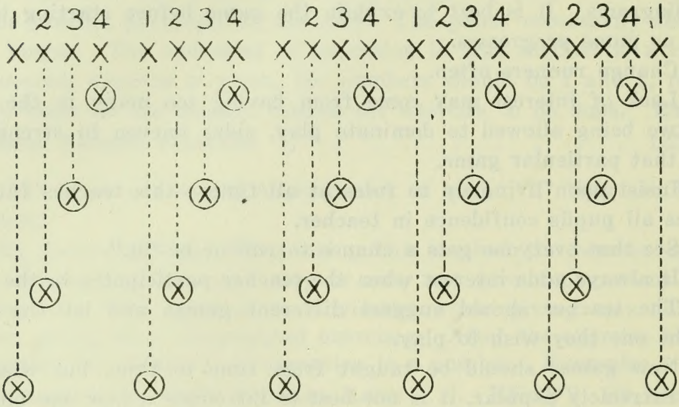
The class should not always be kept facing in the same direction. From a teaching standpoint certain exercises can be seen better if the class is facing to the left or right of the teacher—trunk forward bend is an example of such an exercise. Some exercises it is best to have the class face on the oblique so that they will not interfere with each other during exercise. An example of this type of exercise is feet jumping backward and forward from a knee-bend rest position.

Two simple but effective "open order" movements are as follows:

1. With the class in a single alignment along the side of the gymnasium or playground, count off in fours. On the command "open order," all the number one's start marching forward; on the fifth count, all the number two's start marching forward; on the ninth count, all number three's start marching forward; and on the thirteenth count, all number four's start marching forward. All stop on the seventeenth count and will then be in proper arrangement for the calisthenic lesson.

"Close order," or the command used to get the class back to its original position, is executed in the reverse manner after giving the class "about face."

DIAGRAM SHOWING THIS METHOD OF OPEN ORDER:



2. With the class in a column of four's down the center of the gymnasium or playground, have the outside files (the number one's and four's) side-step outward six steps (taking twelve counts) and have the inside files (the number two's and three's) side-step outward two steps. The inside files should start on count nine, which will bring the entire class to a halt at the same time.

"Close order" will be the reverse of the "open order" in that all files will side-step inward, all starting on the word "march."

There are a large variety of other methods that can be used.

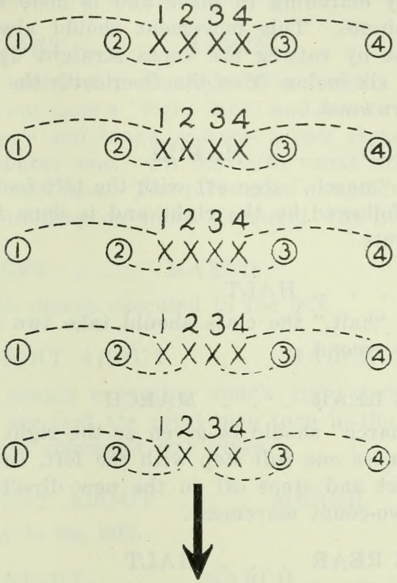
P—Explanation of Movements Used in Marching Tactics

1. FALL IN

This command is used to get the class into an organized formation. On the command "fall in," the pupils quickly arrange themselves in one line, side by side, the tallest at the right and the shortest at the left.

2. RIGHT . . . DRESS

DIAGRAM SHOWING THE METHOD OF OPEN ORDER:



At the command "right dress," the pupils place their left hand on the left hip, turning the head and eyes to the right, and arrange themselves in a straight line with the same interval between each pupil.

3. FRONT

On the command "front," the pupils turn their head and eyes to the front and drop their left hand. This will leave them in a straight line with the same interval between each one.

4. RIGHT . . . FACE

At the command "face," each pupil turns to the right on the heel of the right foot and toe of the left 90 degrees. It is a two-count movement—on count one turn on the heel and toe, and on count two, place the left foot beside the right.

5. ABOUT . . . FACE

"About face" involves a turn of 180 degrees. It is done by placing the right toe about four inches and a little to the left of the left heel and turning towards the right on the right toe and left heel. (The tendency in turning is to raise the left heel from the floor—this is wrong and will bring the feet too far apart.)

6. HALF-RIGHT (or LEFT) . . . FACE

This movement is executed the same as "right face" except that the turn is 45 degrees.

7. MARK-TIME . . . MARCH

This is in reality marching in place and is done in rhythm at about 120 steps to the minute. This movement should always start with the left foot and is done by raising the knees straight up in front until the foot is from four to six inches from the floor with the ankle extended and the toe pointing downward.

8. FORWARD . . . MARCH

At the command "march," step off with the left foot a full step (about 30 inches); this is followed by the right and is done in rhythm of about 120 steps to the minute.

9. CLASS . . . HALT

At the command "halt," the class should take two more steps, coming to a full stop on the second.

10. TO THE REAR . . . MARCH

The command "march" should be given as the right foot hits the floor. The class then advances one full step with the left, turns to the right on the balls of both feet and steps off in the new direction again with the left foot. It is a two-count movement.

11. TO THE REAR . . . HALT

Executed same as No. 10, except instead of taking full step with left foot, it is placed beside of right, class halting.

12. SIDEWARD LEFT (or RIGHT) . . . MARCH

At the command "march" each pupil takes a step of fifteen inches to the left with the left foot—the right is brought up beside the left on count two. This is a two-count movement and so any given number of sideward steps will require twice that number of counts.

13. QUICK TIME MARCHING

Quick time marching is the regular cadence of 120 steps per minute.

14. DOUBLE QUICK TIME MARCHING

Double quick time marching is increasing the cadence to 240 steps per minute. The arms are generally raised to a thrust position when doing double quick marching.

NOTE—It requires four counts to change from double quick marching to quick time marching or to a halt.

15. BACKWARD . . . MARCH

This movement is executed the same as "forward march" except the steps are taken backwards and are only half steps (fifteen inches).

16. BY THE LEFT (or RIGHT) FLANK . . . MARCH

This command is given to change the direction of the marching. The command "march" should be given as the LEFT foot hits the floor, advance one full step—with the right and turn on the balls of both feet 90 degrees to the left and step off in the new direction with left foot.

17. FOUR'S RIGHT . . . MARCH

The class should be previously counted off in four's. At the command "march" every number one does a "right face" and marks time four counts. The number two's, three's and four's, execute a half right face and march into place beside of number one. On the fifth count all step off in the new direction with the left foot. The pivot man (number one) must turn on same spot he was standing on when command was given.

18. FOUR'S LEFT . . . MARCH

Same as four's right except executed to the left.

19. FOUR'S RIGHT ABOUT . . . MARCH

This movement is simply executing four's right twice in succession. Care must be taken to see that the pivot men turn in the same space they were occupying when the command was given.

20. FOUR'S LEFT ABOUT . . . MARCH

Same as No. 19 only to the left.

21. COLUMN RIGHT . . . MARCH

This command changes the direction of the column but keeping the column formation the same. The first set of four's execute a four's right at the command "march" (except that the pivot man takes half steps instead of marking time) and each succeeding set of four's turn at the same place.

22. COLUMN LEFT . . . MARCH

Same as No. 21 only to the left.

23. ALTERNATE FOUR'S, LEFT AND RIGHT . . . MARCH

This command is given when marching down the center of the space in a column of four's. At the command "march" the first set of four's execute a "four's left" and the second set of four's execute a "four's right," with each successive set of "four's" alternating until you have two columns of four's marching in opposite directions. (All sets of four's turn at same place.)

These two columns can be marched around the space until they meet at the opposite end and there one execute a column left and the other a column right and form sets of "eight's" marching down the center.

24. TWO'S, RIGHT AND LEFT . . . MARCH

With the class in a column formation marching down the middle of the space the above command can be used to form two columns of two's going in opposite directions. At the command "march," the set of two's on the left execute a column left and the set of two's on the right execute a column right. They can be united again in a column of four's in the same manner as suggested in No. 22.

The above commands and movements are not all the marching movements possible by any means, but will give a working basis for marching tactics.

Q—Explanation of Movements Used in Calisthenic Lessons and Relief Drills

General Notations

1. In the majority of cases the exercises start from the fundamental standing position (attention), although this is not always the case. When they do not start from this position they are said to start from a "new" starting position. A good example of this is the exercise "arms flinging side," a two-count exercise, from the position of "hands on neck." As a rule exercises of this nature involve the use of "short description" commands to get into the "new" starting position and the "numerical" system for the exercise itself.

2. All the exercises explained are listed under the "short description" method of commands.

3. The command "FLING" indicates a rapid movement.

4. The command "RAISE" indicates a slow movement.

5. The command "STRETCH" means a rapid extension of arms in the direction indicated from an "arms bend" position.

Movements of the Arms, Forearms and Hands

1. ARMS FORWARD . . . RAISE (OR FLING). Arms are raised forward to a horizontal position, with palms facing in and shoulder width apart.

2. ARMS FORWARD UPWARD . . . RAISE (OR FLING). Arms are raised forward upward to a vertical position with the palms in and shoulder width apart. (An effort must be made to have the elbows straight.)

3. ARMS SIDEWARD . . . RAISE (OR FLING). The arms are raised sideward to a horizontal position with palms facing down.

4., ARMS SIDEWARD UPWARD . . . RAISE (OR FLING). The arms are raised sideward and upward to a vertical position, shoulder width apart with palms facing in.

5. ARMS BACKWARD . . . FLING. Arms are carried backward as far as possible without raising the shoulders or bending forward.

6. ARMS SIDEWARD WITH PALMS UP . . . RAISE. This movement is the same as described in No. 3 except the palms are turned up.

7. ARMS CIRCLING INWARD . . . START. In this movement the left arm circles left (counter clockwise) and the right arm circles

right (clockwise). Each describes as large a circle as possible. The arms meet and cross in front of the thighs first and later over the head.

8. HANDS ON HIPS . . . PLACE. Hands are quickly placed on the hip bone with the thumbs to the rear and elbows slightly back.

9. HANDS ON NECK . . . PLACE. The arms are raised and the elbows flexed sufficiently to allow the fingers to touch behind the neck. Fingers should just touch and not be interlocked. Elbows should be forced back as far as possible.

10. HANDS ON HEAD . . . PLACE. The arms are raised and elbows flexed sufficiently to allow the fingers to meet on top of the head. The elbows should be forced back as far as possible.

11. ARMS . . . BEND. Elbows are flexed sufficiently to allow the hands with the fingers fully flexed to be placed at the side of the shoulders. (Hands are brought to this position on all "stretching" movements.)

12. ELBOWS SIDEWARD . . . BEND. The arms are raised in the side horizontal plane with the elbows flexed in the horizontal plane with the thumbs and first fingers touching the chest.

13. ELBOWS HALF SIDEWARD . . . BEND. The arms are raised in the side horizontal plane with the elbows flexed 90 degrees in the horizontal plane, palms turned in.

14. ELBOWS HALF UPWARD . . ., BEND. The arms are raised in the side horizontal plane and the forearms flexed 90 degrees in the vertical plane, elbows back and palms in.

15. ARMS SIDEWARD AND DOWNWARD . . . STRETCH. A four-count movement, arms are raised to "arms bend" position (No. 11) on count one; on count two, arms are extended to side horizontal position; on count three, are carried back to "arms bend" position again; and on count four, extended downward to starting position. The following combinations of stretching movements are possible: sideward and upward; sideward and forward; forward and downward; forward and upward; and upward and downward. They are executed in the same relative manner as described above.

Body Movements

1. TRUNK FORWARD . . . BEND. The trunk is bent forward at the hips 45 degrees. The relative position of the head, shoulders and upper back are unchanged.

2. TRUNK FORWARD, DOWN . . . BEND. The trunk is bent forward at the hips as far as possible, with the relative position of the head, shoulders and upper back unchanged.

3. TRUNK BACKWARD . . . BEND. The trunk is inclined backward with the relative position of head and shoulders unchanged. The extension should come mostly in the upper back. The hips must be kept in same position and knees straight. Great care must be taken not to over-emphasize this movement as it will easily lead to an over extension in the lower back and the throwing forward of the stomach, making a bad posture.

4. TRUNK TO THE LEFT . . . BEND. The trunk is bent to the left as far as possible with the head and shoulders retaining the same relative position. Avoid raising the heels from the floor and rotation of the hips.

5. TRUNK TO THE RIGHT . . . BEND. Same as No. 4 only to the right.

6. TRUNK TO THE LEFT . . . TWIST. The trunk is twisted to the left as far as possible. This movement must take place only above the hips. Avoid any movements of the legs or feet.

7. TRUNK TO RIGHT . . . TWIST. Same as No. 6, only to the right.

8. TRUNK CIRCLING RIGHT, LEFT . . . BEGIN. With the hips as a center the head describes as large a circle as possible. Head and shoulders are kept in same relative position. To the right is clockwise; to the left is counter clockwise.

Leg Movements

1. HEELS . . . RAISE. Heels are raised from floor as high as possible, keeping knees straight and body erect.

2. KNEES . . . BEND. Bend the knees as far as possible, keeping body erect. This will necessitate raising the heels from the floor.

3. LEFT (RIGHT) LEG FORWARD . . . RAISE. Transfer weight onto right leg and raise left leg forward and sideward, keeping knee straight and foot extended. Care must be taken not to bend trunk backward.

4. LEFT (RIGHT) LEG SIDEWARD . . . RAISE. Same as No. 3 except leg is raised sideward. Care must be taken not to lean to the right.

5. LEFT (RIGHT) KNEE FORWARD . . . RAISE. The knee is bent, forming a right angle.

6. LEFT (RIGHT) FOOT FORWARD . . . PLACE. The foot is placed directly forward about twice its length with the weight equally divided on both feet.

7. LEFT (RIGHT) FOOT SIDEWARD . . . PLACE. The foot is placed directly sideward about fifteen inches with weight equally divided on both feet.

8. TOE, TOUCH FORWARD, FORWARD OBLIQUE, SIDEWARD, OR BACKWARD. All made in the same manner only in the direction indicated. The weight is transferred to the other leg, leg and toe extended so that the toe barely touches the floor.

9. FEET APART . . . JUMP. Feet are separated sideward with a little jump to about 24 inches. The command, "feet jumping apart—begin," indicates a continuous movement done in rhythm.

10. JUMPING ON TOES . . . BEGIN. This movement is jumping up and downward right in place. The feet should be raised six to eight inches from the floor. It is a rhythmical exercise.

11. CROSS STRIDE JUMPING . . . BEGIN. On count 1, one foot is crossed over in front of the other by a jump; on count 2, this foot is crossed back to position. This is a rhythmical exercise. The foot to be crossed should be indicated in the command—this movement is frequently used by alternating the foot crossing.

12. ALTERNATE FOOT JUMPING, FORWARD AND BACKWARD . . . BEGIN. This exercise is started from a stride stand position (left foot forward . . . place). On count 1, on a jump, the left foot is placed back and the right foot forward; on count 2, the left is placed forward again and the right back. This is continued in rhythm.

13. LEFT (RIGHT) FORWARD . . . LUNGE. The body falls forward at the same time the left (right) foot is moved forward about twice or three times its length. The rear foot is turned outward to be at right angles with the forward foot. The knee of the forward leg should be flexed and directly over the toe. The rear leg should be straight. The trunk is kept in an upright position.

14. LEFT (RIGHT) SIDEWARD . . . LUNGE. Same general description as in No. 13, except the movement is sideward instead of forward.

15. TRUNK FORWARD, BEND ON LEFT (RIGHT) . . . FOOT. This is a balance position and is executed the same as trunk forward bend, except the left (right) leg is raised backward at the same time.

16. KNEE BEND, REST POSITION . . . TAKE. The knees are bent and the hands placed on the floor, inside the knees.

17. FEET JUMPING FORWARD AND BACKWARD FROM KNEE BEND, REST POSITION . . . BEGIN. From the knee bend rest

position described above the weight is put on the hands and the feet are jumped backward on count one and forward again on count two. This is a rhythmical exercise usually, although the rhythm must be rather slow with only a few repetitions.

18. ALTERNATE FEET JUMPING FORWARD AND BACKWARD FROM KNEE BEND, REST POSITION . . . BEGIN. This is essentially the same as No. 17 except on count one the left leg is jumped forward and the right leg jumped backward and on count two the reverse. This is a rhythmical exercise and usually started with the left foot back.

19. PRONE FALLING POSITION. This is the position obtained when the feet are jumped backward from the knee bend rest position and held back. It is a position with the weight on the hands, arms straight, and toes. Head should be held up.

20. ELBOWS BEND FROM PRONE FALLING POSITION. This exercise is merely the bending of the elbows, keeping the toes in place. The elbows should be bent to the extent of having the chest nearly touch the floor. This exercise should not be repeated many times.

CALISTHENIC LESSONS

LESSON I

BREATHING EXERCISE—

Deep breathing from fundamental standing position, 1-2. *(Emphasize arching chest and inhaling through the nose and exhaling through the mouth.)*

ARM AND LEG EXERCISE—

Raising on toes with arms flinging sideward, (by count) 1-2.

POSTURE EXERCISE—

Hands placing on neck with alternate foot placing sideward, (by count) 1-2.

TRUNK EXERCISE—

Hands on hip and feet apart . . . . JUMP
Trunk forward . . . . BEND
Trunk upward . . . . RAISE
Hands and feet back to position . . . . JUMP

(Repeat several times by count—slowly.)

ABDOMINAL EXERCISE—

Hands placing on hips with alternate knee raising forward (starting with left), (by count) 1-2.

BALANCE EXERCISE—

Hands placing on hips and left leg forward . . . . RAISE
Hands down and left leg . . . . REPLACE
(Repeat by count—slowly.)

JUMPING EXERCISE—

Jumping on toes in place (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—

Same as above.

LESSON II

BREATHING EXERCISE—

Deep breathing, raising arms sideward, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms raising forward with alternate leg raising forward, (by count) 1-2.

POSTURE EXERCISE—

Arms bending (hands on shoulders, elbows down) and stretching downward, (by count) 1-2.

TRUNK EXERCISE—

Hands on hips . . . . PLACE
Trunk to the left . . . . BEND
Trunk upward . . . . RAISE
Hands . . . . POSITION
(Repeat by count, going first left then right.)

ABDOMINAL EXERCISE—

Hands placing on hips with alternate knee raising forward, (by count) 1-2.

BALANCE EXERCISE—

Hands placing on neck with alternate leg raising sideward, (by count) 1-2. *(Slow exercise.)*

JUMPING EXERCISE—

Hands on hips and left foot sideward . . . PLACE. *(New starting position.)* Exercise jumping on toes (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—

Same as above.

LESSON III

BREATHING EXERCISE—

Deep breathing with arms raising forward, upward, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms raising sideward with alternate leg raising sideward, (by count) 1-2.

POSTURE EXERCISE—

(Thumbs and fore-fingers on chest with elbows high and back.)
Elbows sideward . . . . Bend
Hands . . . . Position
(Repeat several times by count—keep elbows back.)

TRUNK EXERCISE—

Hands on neck and feet apart . . . . Jump
Trunk forward . . . . Bend
Trunk upward . . . . Raise
Hands down and feet together . . . . Jump
(Repeat several times by count.)

ABDOMINAL EXERCISE—

Hands placing on neck with alternate leg fling forward, (by count) 1-2.

BALANCE EXERCISE—

Hands on hips . . . . Place
Knees . . . . Bend
Knees . . . . Straighten
Hands . . . . Position
(Repeat several times by count—slow exercise.)

JUMPING EXERCISE—

Hands on hips and feet apart . . . Jump. *(New starting position.)*
Exercise jumping on toes (rhythmical) Ready, Begin 1-2-3-4.

BREATHING EXERCISE—

Same as Lesson II.

LESSON IV

BREATHING EXERCISE—

Deep breathing with arms raising sidewards, palms turned upward, (by count) 1-2.

ARM AND LEG EXERCISE—

Raising on toes with arms flinging forward, upward, (by count) 1-2.

POSTURE EXERCISE—

Hands on neck . . . PLACE. *(New starting position.)*
Ex.: Arms flinging sideward (keep elbows back), (by count) 1-2.

TRUNK EXERCISE—

Hands on neck . . . . PLACE
Trunk to left . . . . BEND
Trunk upward . . . . RAISE
Hands . . . . POSITION

(Can make this a two-count movement by using second and third exercises by count.)

ABDOMINAL EXERCISE—

Arms raising sideward and alternate knee raising forward, (by count) 1-2-3-4.

BALANCE EXERCISE—

Alternate leg raising forward with arms flinging sideward, (by count) 1-2-3-4. *(Must hold counts 2 and 3 to make it a balance exercise.)*

JUMPING EXERCISE—

Feet jumping apart (rhythmical) READY, BEGIN 1-2-3-4. *(On count 1 feet jump to stride position, on count 2 feet jump together again; should have hands on hips during this exercise.)*

BREATHING EXERCISE—

Same as Lesson III.

LESSON V

BREATHING EXERCISE—

West Point breathing, (by count) 1-2. *(Keep hands at sides, turning palms outward while inhaling and back to position while exhaling.)*

ARM AND LEG EXERCISE—

Arms flinging forward, sideward, forward and downward, (by count) 1-2-3-4.

POSTURE EXERCISE—

Hands on hips . . . PLACE. *(New starting position.)*
Ex.: Trunk backward . . . . BEND
Trunk upward . . . . RAISE

(Slow movement—bend should be in upper back with chin kept in.)

TRUNK EXERCISE—

Hands on neck and feet apart . . JUMP. *(New starting position.)*
Ex.: Alternate trunk bending left and right, (4 counts) 1-2-3-4.

ABDOMINAL EXERCISE—

Knee bend rest position . . . DOWN. *(New starting position.)*

Ex.: Feet jumping backward and forward, (by count) 1-2. *(On count 1 feet are jumped back so that weight is on hands and toes—on count 2 feet are jumped forward again.)*

BALANCE EXERCISE—

Hands on hips . . . PLACE. *(New starting position.)*

Ex.: Knees bend and arms sideward . . . . FLING
Knees straighten and hands on hips . . . PLACE
(Repeat several times by count.)

JUMPING EXERCISE—

Feet jumping apart with arms flinging sideward, (by count) 1-2. *(On count 1 feet are apart and arms sideward—on count 2 feet are together and arms at side.)*

BREATHING EXERCISE—

Same as Lesson IV.

LESSON VI

BREATHING EXERCISE—

Deep breathing, arms raising forward, upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms sideward fling and feet apart . JUMP. *(New starting position.)*

Ex.: Arms flinging over-head and raising on toes, (by count) 1-2.

POSTURE EXERCISE—

Elbows sideward bend and feet apart . . JUMP. *(New starting position.)*

Ex.: Arms flinging sideward and raising on toes, (by count) 1-2.

TRUNK EXERCISE—

Arms forward, upward fling and feet apart . . JUMP. *(New starting position.)*

Ex.: Trunk bending forward with hands touching floor, (by count) 1-2. *(Rhythm slow at first—faster later.)*

ABDOMINAL EXERCISE—

Sitting position on floor. *(New starting position.)*

Ex.: Hands on hips and trunk backward . . . BEND
Trunk upward (hands to the side) . . . RAISE
(Repeat several times by count—slow exercise.)

BALANCE EXERCISE—

Hands on hips . . . . . . PLACE. *(New starting position.)*

Ex.: Raising alternate knee forward and raising on opposite toe, (by count) 1-2-3-4.

JUMPING EXERCISE—

Hands on hips and feet apart . . JUMP. *(New starting position.)*

Ex.: Jumping on toes, feet crossing in front, (rhythmical) 1-2-3-4. *(On count 1 jump and cross left in front of right; on count 2 jump, crossing left back to stride position; on count 3 jump, crossing right in front of left; on count 4 jump to stride position. Continue this in rhythm.)*

BREATHING EXERCISE—

Same as in Lesson V.

LESSON VII

BREATHING EXERCISE—

Deep breathing, arms raising sideward with palms turned upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms circling inward, (by count) 1-2. *(Keep elbows straight, describing as large a circle as possible—arms cross first in front of hips and again over-head.)*

POSTURE EXERCISE—

Arms forward raise and left foot forward . . . PLACE. *(New starting position.)*

Ex.: Arms flinging sideward, raising on toes, (by count) 1-2.

TRUNK EXERCISE—

Arms sideward raise and feet apart . . . . . JUMP

Trunk to left (right) . . . . BEND

Trunk upward . . . . RAISE

Arms down and feet together . . . . JUMP

(Can use the first position as a new starting position and the second and third movements as an exercise by count.)

ABDOMINAL EXERCISE—

Alternate leg, raising forward with arms raising sideward, (by count) 1-2-3-4.

BALANCE EXERCISE—

Hands on neck and feet apart . . JUMP. *(New starting position.)*

Ex.: Arms flinging sideward, (by count) 1-2.

JUMPING EXERCISE—

Feet jumping apart with hands clapping over-head, (rhythmical) 1-2-3-4. *(As feet are apart hands clap over-head—as feet are together hands are at sides.)*

BREATHING EXERCISE—

Same as Lesson VI.

LESSON VIII

BREATHING EXERCISE—

Deep breathing, arms raising sideward, upward and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

Arms forward raise and feet apart . . . JUMP. *(New starting position.)*

Ex.: Arms raising over-head, raising on toes, (by count) 1-2-3-4.

POSTURE EXERCISE—

Arms stretching backward and downward, (4 counts) 1-2-3-4. *(See Lesson II—hands go to arm bend position on counts 1 and 3.)*

TRUNK EXERCISE—

Arms forward raise and feet apart . . . JUMP. *(New starting position.)*

Ex.: Trunk bending forward with arms flinging sideward, (by count) 1-2.

ABDOMINAL EXERCISE—

Knee bend rest position with left leg back. *(New starting position—see Lesson V.)*

Ex.: Feet jumping forward and backward, (rhythmical) 1-2.

BALANCE EXERCISE—

Arms raise forward and left leg backward . . . . RAISE
Arms flinging sideward and left leg forward . . . FLING
Arms forward fling and left leg backward . . . FLING
Arms down and left leg . . . . POSITION
(Repeat by count—slow exercise.)

JUMPING EXERCISE—

Jumping on toes turning ¼ turn to the right on every 5th count, (rhythmical) READY, BEGIN. 1-2-3-4.

BREATHING EXERCISE—

Any previous breathing exercise.

LESSON IX

BREATHING EXERCISE—

West Point breathing. *(See Lesson V.)*

ARM AND LEG EXERCISE—

Hands on hips and left (right) sideward . . . . LUNGE
Feet and hands . . . . POSITION
(See explanation of a Lunge—repeat by count.)

POSTURE EXERCISE—

Interlock fingers behind hips, palms facing backward. *(New starting position.) (On count 1 turn palms upward, forward and downward; on count 2 return to first position.)*

TRUNK EXERCISE—

Arms sideward, upward fling and feet apart . . . JUMP
Trunk to left (right) . . . . BEND
Trunk upward . . . . RAISE
Arms down and feet together . . . . JUMP
(Repeat several times by count.)

ABDOMINAL EXERCISE—

From "prone falling position." *(See explanation "prone falling position.")*

Ex.: Elbows . . . . BEND
Elbows . . . . STRAIGHTEN
(Repeat by count—slow exercise.)

BALANCE EXERCISE—

Hands on hips and knees . . . BEND. *(New starting position.)*
Ex.: Change position of hands several times by command, such as "hands on neck," "arms sideward fling," "arms forward fling."

JUMPING EXERCISE—

Alternate feet jumping forward with arms flinging forward, (rhythmical) 1-2-3-4. *(On count 1 jump, placing left foot forward and raise arms forward; on count 2 jump, return left foot and lower arms; on count 3 jump, placing right foot forward raising arms forward; on count 4 jump, return right foot and lower arms. Continue in rhythm.)*

BREATHING EXERCISE—

Any previous breathing exercise.

LESSON X

BREATHING EXERCISE—

Deep breathing, arms circling inward, (by count) 1-2.

ARM AND LEG EXERCISE—

Hands on hips and heels . . . . RAISE
Knees bend and arms sideward . . . . RAISE
Knees straighten and hands on hips . . . . PLACE
Hands down and heels . . . . LOWER
(Repeat several times by count.)

POSTURE EXERCISE—

Arms raising backward, turning palms outward and raising on toes, (by count) 1-2.

TRUNK EXERCISE—

Wood chopping exercise. Hands clasped on right shoulder and feet apart . . . JUMP. *(New starting position.)*

Ex.: On count 1 bend trunk left obliquely downward swinging hands down to position over left foot; on count 2 return to starting position, (by count) 1-2.

ABDOMINAL EXERCISE—

Sitting position with hands on neck . . . DOWN. *(New starting position.)*

Ex.: Trunk bending backward, (by count) 1-2. *(Give girls any previous abdominal exercise.)*

BALANCE EXERCISE—

Hands on hips and left (right) knee forward . . . RAISE
Left (right) leg forward, stretch arms sideward . . RAISE
Left (right) knee bend and hands on hips . . . PLACE
Hands down and left (right) foot . . . . . POSITION
(Repeat by count—slow exercise.)

JUMPING EXERCISE—

Hands on hips . . . . . . PLACE. *(New starting position.)*

Ex.: Running in place, (rhythmical) READY, BEGIN 1-2-3-4.

BREATHING EXERCISE—

Any previous breathing exercise.

LESSON XI

BREATHING EXERCISE—

Deep breathing, arms raising forward and sideward, palms up and raising on toes, (by count) 1-2.

ARM AND LEG EXERCISE—

Hands clapping over-head and feet jumping apart, (rhythmical) 1-2-3-4. *(See Lesson VII.)*

POSTURE EXERCISE—

Elbows half sideward . . . . Bend
(See explanation elbows half sideward.)
Forearms upward . . . . Raise
Forearms downward . . . . Lower
Hands . . . . Position
(Repeat by count several times.)

TRUNK EXERCISE—

Left (right) sideward and hands on hips . . . Lunge
Trunk . . . . Bend
Trunk upward . . . . Raise
Feet and hands . . . . Position
(Repeat by count; can vary by having arms flinging sideward on second movement.)

ABDOMINAL EXERCISE—

Knee bend rest position . . . Down. *(New starting position.)*
Ex.: Feet jumping backward and forward, (by count) 1-2.
(Give girls any previous abdominal exercise.)

BALANCE EXERCISE—

Left (right) leg backward raise and arms sideward . Raise
Arms fling over-head and right (left) heel . . . Raise
Arms sideward lower and right (left) heel . . . Lower
Hands down and left (right) leg . . . . . . Replace
(Repeat by count—slow exercise.)

JUMPING EXERCISE—

Jumping on toes with one-half turn to the right on every fifth count, (rhythmical) 1-2-3-4.

BREATHING EXERCISE—

Any previous breathing exercise.

LESSON XII

BREATHING EXERCISE—

West Point breathing, (by count) 1-2.

ARM AND LEG EXERCISE—

Knee bend rest position . . . DOWN. *(New starting position.)*

Ex.: Jumping feet apart, raising trunk and flinging arms sideward, (by count) 1-2. *(Count one as described on count to jump back to knee bend rest position.)*

POSTURE EXERCISE—

Arms stretching sideward and backward, (4 counts) 1-2-3-4. *(See Lesson VIII.)*

TRUNK EXERCISE—

Left (right) forward lunge with elbows sideward . . BEND
Trunk forward, bend with arms sideward . . . FLING
Trunk upward, raise elbows sideward . . . . BEND
Feet and hands . . . . POSITION

(Repeat by count—can use second and third movement several times in a row, using first position as new starting position.)

ABDOMINAL EXERCISE—

Knee bend rest position . . . DOWN. *(New starting position.)*

Ex.: Alternate foot jumping forward and backward, (rhythmical) 1-2-3-4.

BALANCE EXERCISE—

Left forward lunge and hands on hips . . . . PLACE
Trunk forward bend raising right leg off floor . . . 1
Trunk upward raise, replacing right foot on floor . . 2
Feet and hands . . . . POSITION

(Repeat, using numbers for all four movements.)

JUMPING EXERCISE—

Rocking step (rhythmical) READY, BEGIN . . . 1-2-3-4.

(Start with hands on hips and left leg forward. On count 1 place left foot where right was and raise right leg backward; on count 2 replace right foot and swing left leg forward again. Continue in rhythm.)

BREATHING EXERCISE—

Any previous breathing exercise.

NOTE: *Teachers can make an unlimited number of different lessons by combining any of the movements given in these twelve lessons or by adding different movements.*

GAMES AND RELAYS

Following is a list of group games and relays suitable for either boys or girls or both as indicated after each. These games are games of lower organization and can be used as part of the physical training periods.

A—GAMES

1. Dodge Ball (Both)

Divide group into two teams. One team forms as large a circle as is possible by joining hands—the other team gets in center of this circle. Team on circle then drop hands. Team on circle has a ball (basket, soccer, volley) and throws this ball back and forth across circle trying to hit any of the team in the center. When one of the center team is hit he must leave the game. When the last man is hit the teams change places and play as above. The teacher should keep a record of the length of time it took each team to hit everyone of the other team. The team having the lowest time wins.

2. Circle Ball (Both)

Arrange all the players in a circle except one who is "it" in the center. The players on the circle have a ball (basket, soccer, volley) and throw the ball back and forth between them. "IT" tries to touch this ball by running back and forth after it; if he does touch the ball the one that last threw it or last touched it becomes the new "IT." The first "IT" takes his place in the circle.

This game can be speeded up by having two "ITS."

3. Three Deep (Both)

Arrange players in a double circle in pairs facing in. Appoint one runner and one chaser. The chaser tries to catch the runner who may save himself by running in front of any player on the inner circle. The player immediately behind this player then becomes the runner. If the runner is tagged he immediately becomes the chaser and the first chaser the runner. (Players should be encouraged not to run for long but to run in front of someone immediately, thus making the game faster.)

4. Pom Pom Pull Away (Both)

Establish two lines across the playground fifty feet apart. Place all but one player "IT" on one of these lines. Place the "IT" in the middle between the two lines. The "IT" then calls "POM POM PULL AWAY, COME AWAY OR I'LL PULL YOU AWAY," upon which all the players run for the opposite line. "IT" tries to tag as many as he can—everyone tagged must join "IT" and help him tag the others. This is continued until all are tagged. The last one tagged is the winner and is "IT" for the next game.

5. Cross Tag (Both)

Scatter all players but two over the playing area. One of the two is the runner and the other the chaser. The chaser chases the runner trying to tag him and must continue to chase him until one of the other players cross between him and the runner—the player that crosses between is then the runner. If the chaser tags the runner the two reverse places and the game continues.

6. Black and White (Both)

Establish two lines thirty feet long and sixty feet apart. Divide the group into two teams, BLACKS and WHITES. Arrange the two teams facing each other about three feet apart down the center of the playing area. Secure a piece of cardboard which is black on one side and white on the other. At a signal this cardboard is thrown up in the air where all can see it—if it comes down with the black side up the black team turns and runs for the line at their backs, the white team trying to catch as many as possible. All caught go to the other team. If on the other hand the cardboard comes down white, then the whites run for their line with the blacks trying to catch them. This is continued until one side has caught all of the other side, thereby winning the game.

7. Double Tag (Both)

Scatter all players around in the area except two "ITS" who link elbows. At a signal these two try to tag any of the other players. They must keep their elbows locked. Any player tagged exchange places with the "IT" that tagged him.

8. Mount Ball (Boys)

Arrange the group in a double circle in pairs. The inner circle being the "horses" and the outer circle the "riders." The "riders" mount the "horses" and are given a ball (basket, soccer). The object is for the "riders" to pass the ball back and forth among each other while the "horses" try to make them drop the ball. If the ball is dropped the "riders" change places with the "horses." The "horses" must stay in place but may dodge, duck, side-step and use similar tactics to force the "riders" to drop the ball. The entire group changes, not simply the one that dropped the ball.

9. Club Snatch (Both)

Divide the group into two teams. Establish two lines about thirty feet apart with a circle in the center, equal distance from each end. Arrange the two groups on these lines, each being opposite an opponent. Put an Indian club, or an object in the circle. The players two at a time (one from each team) approach the object trying to snatch it and return to their line without being tagged by their opponent. The player that is successful scores one point for his team; if however, the player who snatches the club is caught a point is scored by the opposing team.

10. Broncho Tag (Boys)

Divide players into groups of two's and scatter them around the playing area. Each player is a broncho, one the head and the other the tail. The tail grasps the head from the rear around the waist. Appoint one player to be the runner and one to be the chaser. The runner tries to save himself from being tagged by catching on to the tail of one of the bronchos. The bronchos try to prevent this by running around, wiggling, and squirming. When the runner does succeed in catching on to the tail the head immediately becomes the runner.

11. Swat Your Neighbor (Boys)

Arrange group in a circle about two feet apart. Appoint one "IT." The players in the circle face in and bend over with hands on their knees and eyes shut. The "IT" has a swatter (cylindrical piece of canvas stuffed with cotton or a knotted towel); he runs around in back of the circle and quietly puts the swatter in someone's hands. This person turns and swats the man on his right as many times as he can before this man can run to the right around the circle and get back into his place again. The man with the swatter then runs around and puts the swatter in someone else's hands, etc.

12. Last Couple Out (Both)

Arrange the players in a column of two's (couples) with the player chosen to be "IT" about ten feet in front, facing in the same direction. At a signal from "IT" the last couple, each running to the outside of the ones directly in front of them, try to join hands in front of the "IT" without being tagged by "IT." The "IT" cannot look around or attempt to tag either of the runners until they are on a line with him. The players running should vary their approach in such a way (by circling wide or zig-zagging, etc.) as to make it difficult to tag them. If one player is tagged he becomes the new "IT" and the other two take their places as the first couple. If neither is tagged the same one is "IT" a second time, etc.

13. Hound and Rabbit (Both)

Arrange all but two players in groups of three's scattered over the playing area. Two of the players in each group face each other and join hands, the third gets in between the other two. Appoint one of the remaining two the "RABBIT" and the other the "HOUND." At a signal the hound chases the rabbit trying to tag him. The rabbit may prevent being tagged by running in under any of the groups holding hands—the one already in the center of this group immediately becomes the "rabbit" and must run or be tagged by the "hound." If the hound does tag the rabbit, the rabbit immediately becomes the hound and chases the former hound. Players should be encouraged not to run for a long time, but to run into some group and so change runners frequently. After the game has been going on for a little while have one of the ones holding hands in each group change places with the one in the center. Make a similar change again in a short time and everyone will then have an opportunity to be a runner.

14. Milling the Man (Boys)

Divide the class into groups of from ten to fifteen. Have all but one of each group sit in a circle facing in with the bottoms of the feet all touching. Appoint one to be the "IT" and have him stand in the center. He should stand stiff and rigid and then fall as heavily as he can in any direction. The players sitting all raise their arms and try to prevent him from falling on them. They push him from one to the other, trying to keep him from falling on them. The "IT" tries to fall through; should he fall through the player whom he falls on becomes the new "IT." If the "IT" will keep stiff he will be thrown around with momentum enough to cause some player to let him fall.

15. Call Ball (Girls)

Arrange all the players except one who is to be "IT" in a close group in the center of the playing area. "IT" has a ball (basket, soccer, volley) and starts the game by tossing it in the air, calling someone's name in the group. As the ball is tossed in the air all the players scatter, except the one whose name was called, who tries to catch the ball. As soon as this player catches the ball she calls "STAND" and everyone must stop immediately. The player with the ball then has an opportunity to throw the ball at any player (who cannot move or dodge); if she hits the player that player becomes the new "IT," if she misses she becomes the new "IT."

16. Fox and Geese (Boys)

Appoint one of the players the "Gander" and all of the others "Geese" except one who is the "Fox." The geese get in a single line, each with his hands around the waist of the player in front—first one in line puts his hands around the gander's waist. The fox tries to tag the last goose in the line and the gander tries to prevent this by holding his arms out to the side and always staying in front of the fox. All the geese (keeping in line with their hands around the waist of the one in front) keep back of the gander. The fox tries to run by the gander to get to the back of the line and the gander immediately follows, staying between him and the geese—this means that the geese are continually moving either one way or the other trying to stay in back of the gander. If the last goose is tagged he becomes the "IT" and the former "IT" takes a place in the line.

17. Maze Tag (Both)

Arrange all but two in parallel lines, arms width apart and the same distance in back of the one in front. Appoint one of the remaining players "IT" and the other the runner. The players all join hands by raising their arms sideward. The "IT" then chases the runner up and down the aisles formed by the players holding hands. The teacher at different intervals calls "RIGHT FACE," after which the players all face to the right and again join hands—this makes the aisles running in a different direction and will widely separate the runner and "IT." The teacher should time her call so as to protect the runner—that is, if "IT" was about to tag the runner while running down one of the aisles the call "RIGHT FACE" would put the runner and the "IT" in entirely different aisles and thus prevent the runner from being tagged. If the runner is tagged, he immediately becomes "IT" and the former "IT" the runner. The teacher should frequently change both the runner and the "IT" and so give everyone a chance to run.

18. Japanese Tag (Both)

This is played the same as regular tag except the one tagged must hold one hand on the spot he was tagged while trying to tag someone else.

B—RELAYS

1. Over-Head Relay (Both)

Divide the players into teams of from 10 to 12. Arrange each team in a single column, teams about ten feet apart with the first man in each column on the same line. The players should stand as close to each other as possible with arms raised over heads. The first one in each column has a basketball and on the word "GO" passes the ball back to the second one in line, the second one passes it back to the third, etc., until the last one in line gets the ball. When the last one gets the ball he runs to the front of the line (each player in the line moving back one step) and starts the ball back again. This is repeated until the original first man gets back to his original place. The team getting their first man back first wins.

2. Underneath Relay (Boys)

This is played exactly as "over-head relay" except instead of passing the ball over-head it is rolled on the ground between the legs of each player.

3. Over and Under Relay (Boys)

This is played the same as the above except every other player passes the ball over-head and every other passes it between his legs.

4. Wand Relay (Both)

The players are divided into equal teams as in "over-head relay." The first player is given a wand (any stick three or four feet long will do); at the signal "GO" this player runs forward to a given mark (should be about 40 or 50 feet) and back—as he gets back he gives one end of the wand to the second player and they, one on one side and the other on the other side, carry the wand about 12 inches from the ground back under the other players on their team. The other players each in turn jump as the wand passes under them. When these two reach the back of the line the player that was number two in line (the one getting the wand after the first man ran down to the given mark and back) takes the wand and runs down to the given mark and back giving one end to number three and they run back with it underneath their team as before. The team wins who first gets its number one player back to the front of the line again.

5. All Up Indian Club Relay (Both)

Arrange players as in "over-head relay." In front of each line (about 40 feet) mark two small circles—in one circle place three Indian clubs (any object will do). At the signal "GO" the first player in each line runs down and changes the Indian clubs from one circle to the other and runs back and tags number two in line. Number two repeats number one's performance as does everyone in the line. The team winning that finishes first.

6. Shuttle Relay (Both)

Divide the players into groups of 12 to 20 each. Divide each group into two equal groups, which stand facing each other in single file, with the leader of each group on a starting line. These starting lines should be from 60 to 100 feet apart. Thus each team is divided into two groups facing each other. At the signal "GO" the leader of one group of each team (the leaders of the groups standing on the same line) run across the space and touches the leader of his other group, this player in turn runs across the playing space and touches the second player of the other group on his team, this player then runs across the space and touches the second player of the opposite group on this team. This is repeated until every one has run in both groups of each team. The team wins whose last man to run reaches the opposite starting first. The players, after running, should drop back out of the way, making it easy to see who is left to run. It is sometimes desirable to pass an object instead of merely tagging the next player to run.

7. Zig Zag Relay (Both)

Divide the players into teams of 10 to 20. Each team is again divided into two groups. These groups line up side by side with about three foot intervals, facing each other. The players of each team must be directly opposite each other. The first player of one group of each team is given a basketball. At the signal "GO" the ball is passed ZIG ZAG back and forth up the whole length of each team and back again (each player thus catching and passing the ball twice). The team to get the ball back to its original starting place first wins.

8. Skin the Snake Relay (Boys)

Divide the players into two teams and place them as in "over-head relay." Each player then puts his right hand between his legs and grasps the LEFT hand of the player behind him. At the signal "GO" the last man in each column sits down, then lays down on his back while the rest all back until the next to the last man's feet are opposite the last man's head, he then sits down and lays down. This continues until all are on the ground on their backs. After the player that was the first in line is on the ground he immediately gets up and runs forward (straddling the others of his team who are on their backs, as he gets over the man in front of him he pulls that man up to his feet). This is continued until all are again in their original places. The first team to get back to its original place wins. (It is absolutely necessary that each player retains his grasp of his team-mate's hand throughout the entire relay—otherwise the chain will be broken and the relay spoiled.)

9. Hopping Relay (Both)

The players are divided as in "over-head relay." Some object, as a chair, or a line drawn on the ground, is placed 30 or 40 feet from the starting line. At the signal "GO" the first player in each line hops forward on one foot, holding the other up with his hand, around this chair and back to his starting position. He touches number two upon his return and number two hops down around the chair and back. This is continued until everyone has gone down around the chair and back. The team who's last player returns to the starting line first wins.

10. Avalanche Relay (Both)

Divide the players into teams of from 10 to 20. Arrange each team in a single column (the teams should be about 20 feet apart) with about 8 feet between each player. At the signal "GO" the last player on each team runs forward, clasps both arms around the player in front of him—they then both run forward to the next player who is likewise clasped about the waist—this is continued until all are clasped together in one body. The entire body then runs forward to the finishing line (about 30 or 40 feet in front of the front player). The team crossing this starting line first, with everybody clasped about the waist, wins.

11. Centipede Relay (Boys)

Arrange the players in equal teams as in "over-head relay," the first man of each team on a common starting line. Establish a turning point about 60 feet in front of each team. Give the first two players of each team a stick, have them place this stick between their legs, holding it with one hand. At the signal "GO" the first pair on each team runs forward around the turning point and back to the starting line. They then drop the stick and run to the side out of the way. The next two in line then take the stick in the same manner and run around the turning point and back to the starting line. This is continued until all have run. The team which gets the last two back to the starting line first wins.

12. Leap Frog Relay (Boys)

Arrange the players in equal teams, each in a single column, the teams at least ten feet apart. Place three players of each team in a single column facing the same way the team is facing with their hands on their knees, heads down about six feet apart. At the signal "GO" each team runs forward, doing a straddle vault over each of the three players in front of them and return again to their original places. They should keep in the same formation throughout the relay. The team to get all of its players back to their original places first wins.

13. Back and Forth Relay (Both)

Arrange the players as in "over-head relay." Draw a circle one foot in diameter immediately in front of each team. Draw another circle one foot in diameter about 30 feet in front of the first circle. Place three small objects (baseballs, blocks of wood, or stones), in the circle nearest the players. At the signal "GO" the first player of each team carries these objects one at a time to the circle and runs and touches the third player, etc. This is continued until everyone has transferred the objects from one circle to the other. The team finishing first wins.

14. Half and Half Relay (Both)

Divide group into two divisions and each division into partners standing in a column of two's—first set of partners of each division on same starting line about ten feet apart. The first set of partners in each division lock arms with one partner facing forward and the other facing backward. The object is for these partners to run to a "touch line" about 30 feet from the starting line and back and tag the next set of partners. This is continued until every set of partners have run. The last set of partners to finish first wins the relay. The partner running backward must run backward on the way to the touch line and the other partner run backward on the return.

15. Pass an Object Relay (Both)

Divide the class into equal groups as in relay number one, only have the players face to the side (all facing to the same side). The first player takes hold of the second player's left wrist with his right hand—the second player takes the third player's left wrist with his right hand, etc., until every player is holding the wrist of the player at his right. Place six dumb-bells, baseballs, stones, or any small objects in front of the first player. On the word "GO" the first player picks up the objects one at a time and passes them back—the players, still keeping hold of wrists, pass the objects back to the last one on the line, the end player puts the objects in a pile in front of him. When all six are in the pile, he picks them up one by one and passes them forward again. The team wins that gets all six of the objects back to the first player first.

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RELIEF DRILLS

A—Purpose

The purpose of the "relief drill" is to give some form of physical exercise to counteract the prolonged sitting positions and to equalize and stimulate the circulation. Continual sitting is tiresome and is one of the greatest causes of inattention in the school. This can be overcome, however, by the use of the "relief drills," which as the name implies, gives relief from the monotony of school room recitations.

The "relief drills" are especially designed for schools not having a physical training period, also for days when physical training is not given.

B—Time

These drills should be from two to three minutes in length. They should consist of a few carefully chosen exercises of an all-round character. It is suggested that the teacher insert the drill whenever she feels that the class needs it, rather than at any definite hour. As a rule, two such periods in the morning and one in the afternoon will give the desired results. The ideal time to use these drills is between the longest sitting periods.

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*Books every teacher should have.

C—Fresh Air and Ventilation

The relief drill should always be given with the windows open. The mere fact that the windows are opened will be of great benefit to the students. At some time during the drill it is advisable to face the class towards the open windows.

The matter of opening windows can be facilitated by the appointment of WINDOW MONITORS, whose duty it shall be immediately upon getting ready for the drill to open the windows. They will immediately close them after the drill, unless the weather is such that they can be left open.

D—Who Shall Give the Relief Drills

It is the best plan to have the regular teacher lead these drills—such teachers will have better control of the class and therefore get a better response. When this is not found advisable, however, it is possible to select leaders from the class. These leaders can be given training by either the teacher or principal, and under the supervision of the teacher, effective work can be done.

E—Arrangement of Class

From the seventh grade through the high schools the boys should be in the front of the room and the girls in the back. This arrangement will take but a second or two if at the command "STAND FOR RELIEF DRILL" the boys of each row rise and walk to the front and the girls walk to the back, keeping in the same rows. At the command "TAKE YOUR SEATS," the students can walk to their original places and be seated.

F—Wraps

Coats, sweaters, scarfs, over-shoes, rubbers, etc., should always be removed before the drill starts. This is done to keep the pupils from perspiring unduly and to give freedom of movement.

G—Make-up of Relief Drills

The relief drill should be made up of four or five well-chosen exercises of an all-round character. In general these drills should be divided into four divisions:

a. Breathing Exercises.
b. Posture Exercises.
c. General Exercise.
d. Breathing Exercises.

H—A Typical Relief Drill—(For explanation of terms see physical training explanation pages.)

1—Deep breathing, arms raising sideward and raising on toes . . . . 1-2, 1-2.

2—Hands on neck . . . . PLACE
3—Hands on hips and feet apart . . . . . . JUMP
Trunk forward . . . . BEND
Trunk upward . . . . RAISE
Feet and hands back to position . . . . . JUMP
4—Deep breathing, arms raising forward upward . . 1-2, 1-2.

I—Twelve Graded Relief Drills

Following are twelve graded drills. These drills will give material for one school year. After the first few lessons have been given some time should be spent in reviewing the lessons or parts of lessons previously given. It is hoped that teachers will make up drills of their own, taking the best exercises of these drills or new exercises.

LESSON I

1. BREATHING—
Deep breathing, arms raising sidewards 1-2

2. POSTURE—
Hands on neck . . . . PLACE
Hands . . . . LOWER

3. GENERAL—
Hands on hips . . . . PLACE
Trunk forward . . . . BEND
Trunk upward . . . . RAISE
Hands . . . . POSITION
(Repeat by count.)

4. BREATHING—
Same as above.

LESSON II

1. BREATHING—
Deep breathing, arms raising forward, upward, and raising on toes 1-2

2. POSTURE—
Hands on hips . . . . PLACE
Trunk backward . . . . BEND
Trunk upward . . . . RAISE
Hands . . . . LOWER

3. GENERAL—
Hands on hips . . . . PLACE
(New starting position.)
Jumping on toes (in rhythm). READY, BEGIN 1-2, 1-2, etc.

4. **BREATHING—**
Same as in Lesson I.

LESSON III

1. **BREATHING—**
Deep breathing with arms raising sidewards, palms up 1-2, 1-2

2. **POSTURE—**
Elbows sidewards . . . . BEND
Arms sidewards . . . . FLING
Elbows sidewards . . . . BEND
Hands . . . . POSITION
(Repeat by count.)

3. **GENERAL—**
Hands on hips and feet apart . . . . JUMP
Trunk to the left . . . . BEND
Trunk upward . . . . RAISE
Feet and hands back to position. . . . . . JUMP

4. **BREATHING—**
Same as in Lesson II.

LESSON IV

1. **BREATHING—**
Deep breathing with arms raising sidewards and upwards and raising on toes 1-2, 1-2

2. **POSTURE—**
Hands on shoulders (elbows low) . . . . . . PLACE
Arms sidewards . . . . STRETCH
Hands on shoulders . . . . PLACE
Hands . . . . POSITION

3. **GENERAL—**
Hands on hips . . . . PLACE
Knees . . . . BEND
Knees . . . . STRAIGHTEN
Hands . . . . POSITION

4. **BREATHING—**
Same as in Lesson III.

LESSON V

1. **BREATHING—**

Deep breathing with arms raising sidewards and raising on toes 1-2

2. **POSTURE—**

Hands on neck and feet apart . . . . JUMP
(New starting position.) Arms flinging sidewards, raising on toes, (in rhythm) BEGIN 1-2
Hands down and feet together . . . . JUMP

3. **GENERAL—**

Hands on hips and left foot sidewards . . . . . PLACE
Trunk to left . . . . BEND
Trunk upwards . . . . RAISE
Hands down and left foot . . . . REPLACE

4. **BREATHING—**

Same as in Lesson IV.

LESSON VI

1. **BREATHING—**

West Point breathing . . . 1-2 *(With arms at sides turn palms outward, thumbs first, while inhaling. Turn palms inward again while exhaling.)*

2. **POSTURE—**

Arms forward raise and feet apart . . . . . . JUMP
(New starting position.) Arms flinging sidewards raising on toes, (in rhythm) BEGIN 1-2
Arms down and feet together . . . . JUMP

3. **GENERAL—**

Hands on hips . . . . PLACE
(New starting position.) Feet jumping apart and together, (in rhythm) BEGIN 1-2
Hands . . . . POSITION

4. **BREATHING—**

Same as in Lesson V.

LESSON VII

1. **BREATHING—**

Deep breathing with arms raising forward, upward and raising on toes 1-2

2. **POSTURE—**

Arms upward . . . . BEND
Arms backward . . . . STRETCH
Arms upward . . . . BEND
Arms down . . . . STRETCH
(Repeat several times by count.)

3. **GENERAL—**

Hands on neck and feet apart . . . . JUMP
Trunk to the left . . . . TWIST
Trunk to the front . . . . TWIST
Hands down and feet together . . . . JUMP
(Repeat by count.)

4. **BREATHING—**

Any previous breathing exercise.

LESSON VIII

1. **BREATHING—**

Deep breathing with hands placing on neck . . . 1-2

2. **POSTURE—**

Interlock fingers behind hips—on count ONE turn palms towards hips and downward; on count TWO reverse back to first position. *(Repeat several times slowly.)*

3. **GENERAL—**

Feet jumping apart with arms raising sidewards, (in rhythm) . . . 1-2. (As feet are apart arms are raised sideways, as feet are together arms are lowered.)

4. **BREATHING—**

Any previous breathing exercise.

LESSON IX

1. **BREATHING—**

West Point breathing 1-2

2. **POSTURE—**

Arms half sidewards . . . BEND *(New starting position.)*
Forearms raising upwards (in rhythm) 1-2
Arms downward . . . . PLACE

3. GENERAL—
   Hands on hips and left foot forward . . . . PLACE
   (New starting position.)
   Jumping on toes with alternate foot placing forward and backward (rhythmical) 1-2
   (On count ONE jump and place left foot in back and on count TWO jump, placing right foot backward again, etc.)

4. BREATHING—
   Any previous breathing exercise.

LESSON X

1. BREATHING—
   Deep breathing with arms circling outward. (Hands cross in front of body at hips first, then over-head.)

2. POSTURE—
   Arms sidewards raise, palm up and feet apart . . JUMP
   (New starting position.) (Count ONE, trunk bend forward, hands touching floor; count TWO trunk raise and arms sidewards.)
   Arms down and feet together . . . . JUMP

3. GENERAL—
   Hands on hips and left foot forward . . . . LUNGE
   Feet and hands . . . . POSITION

4. BREATHING—
   Any previous breathing exercise.

LESSON XI

1. BREATHING—
   Deep breathing with arms raising forward, upward and lowering sideways downward 1-2

2. POSTURE—
   Hands on neck and feet apart . . . . JUMP
   Trunk to the left . . . . BEND
   Trunk upward . . . . RAISE
   Feet and hands . . . . POSITION
   (Repeat several times by count.)

3. GENERAL—
   Feet jumping apart with hands clapping over-head . . 1-2
   (As feet are apart hands clap over-head, as feet are together hands are at sides.)

4. BREATHING—
   Any previous breathing exercise.

LESSON XII

1. BREATHING—

West Point breathing 1-2

2. POSTURE—

Left for lunge and hands on neck . . . . . . PLACE
Trunk forward . . . . BEND
Trunk upward . . . . RAISE
Feet and hands . . . . POSITION

(Repeat by count.)

3. GENERAL—

Rocking step (rhythmical). (Start with left leg raised forward—on count ONE left foot is brought to the floor where the right foot was and the right foot is raised backward; on count TWO, the right foot is placed on floor where left was and left is swung forward again—this is repeated in rhythm.)

4. BREATHING—

Any previous breathing exercise.

COMPETITIVE SPORTS

Interscholastic athletics are an integral part of any school's curriculum. They are not alone beneficial to the students actually participating but do much to promote and develop school spirit. As a rule, however, interscholastic athletics include only a very small percentage of the total enrollment of the school. The great pity is, then, that only about 20% of the students have an opportunity to receive any athletic training or derive any of the benefits from competitive sports.

It seems, therefore, that it is essential to provide some form of organized competitive sports for the majority of the students, and not have only a small minority participating. It is the purpose, therefore, of this outline to suggest ways and means by which every student may have the opportunity to participate in some form of competitive sports.

If such a program is to be installed it would, of course, require careful planning and supervision of some of the teaching staff. But without doubt the benefits both physical and mental will greatly offset any extra efforts. Such a program would in the majority of cases necessarily be carried out after school hours.

Suitable Divisions

The first step in organizing such a program would be to determine the suitable divisions possible in the school. Such divisions might be INTER-CLASS, INTER-ROOM, or INTER-TEAM. The latter by choosing team captains among the students and having these captains select their team. Such divisions should include both boys' and girls' teams, in either the same sports or different sports.

Scoring Methods

In the main there are two ways of keeping the results. The first and easier way is to have each league an entirety in itself. Each team plays each other and the team with the largest percentage of "wins," wins the championship. The second way is to have all leagues throughout the year count towards one final "COMPETITIVE SPORTS CHAMPIONSHIP." If this plan is to be followed each league would determine its winner the same as described in the first method, but would in addition be given a certain number of points towards the final championship. The latter method will create and stimulate a great deal of interest, and is perhaps the best method for keeping the interest throughout the school year. The last method, of course, requires the teams to represent some permanent organization such as class or society.

If the latter suggestion should be followed, it will greatly increase the interest to give a certain number of points to each organization for each individual that represents that organization in any competitive sports league. These points might be allowed to count towards the final championship or might count towards a separate "PARTICIPATION CHAMPIONSHIP."

Possible Competitive Sports

The various sports that are possible under such an organization are many. A few of the most popular ones are as follows:

1. FALL: Soccer, cross-country, tennis, tag football, speed ball, basketball, and play-ground ball.
2. WINTER: Basketball, captain-ball, boxing, wrestling, foul shooting, and volley ball.
3. SPRING: Baseball, track, play-ground ball, horseshoe pitching, tennis, rope pulls, captain-ball (girls), volleyball and bat-ball.

(Rules for these games can be found in Games, Contests and Relays by Staley, or Games for the Playground, Home, School and Gymnasium by Bancroft.)

Organization

The organization of such sports is a comparatively easy matter. The students are very much interested and will willingly co-operate. After the suitable divisions are decided upon, a captain or manager of each division should be appointed. This captain or manager should then be responsible for getting one or more teams from his division. He should furnish the teacher in charge of this part of the program with a list of eligible players before the actual play starts.

The schedule should be drawn up and posted so that each team will know when they are to play. The posting of the schedule will add a great deal of interest to the leagues.

The results should be turned in to the teacher directing "competitive sports" immediately after each contest. This teacher should keep the correct standing posted in some central place where all the students can easily see it. It often adds to the interest to keep individual records and post them, such as batting averages in baseball, or goals scored in basketball.

If working on the INTER-ROOM divisions, each room teacher should assume the responsibility of organizing her room's team. In this case the league standings should be kept on board at all times. This will develop "room spirit" better, perhaps, than any other one thing.

In the case of a championship game, and in schools where a part of the children are forced to leave immediately after school, it is well to lengthen the recess period and play the contest during school hours. This, of course, should only be done on special occasions. On the other hand, some of the "competitive sports leagues" can be played during the "ACTIVITY PERIODS" when the sport is such as volleyball, tag-football or captain ball, as these games can be played within a 30- or 40-minute period.

Awards

Awards are not necessary. The students will be interested in playing for the "fun" they get out of it. If awards are once given, they will always be expected and the students soon develop the trait of "not wanting to play unless there is something in it." The one exception, I would say, would be when the different leagues all counted towards one "COMPETITIVE SPORTS CHAMPIONSHIP," then a suitable banner to hang in the room of the winners is desirable.

Practice Periods

A little time before the opening of each league should be given for practice periods for the various teams. These periods can come after school or might even come during the "ACTIVITY PERIODS" not used for physical training lessons, or at recess.

Officials

It will be far more satisfactory to the players if members of the faculty act as officials in the various leagues. However, when this is not possible in all probability some of the older boys or girls can be found that will make competent officials.

The Making of Schedules

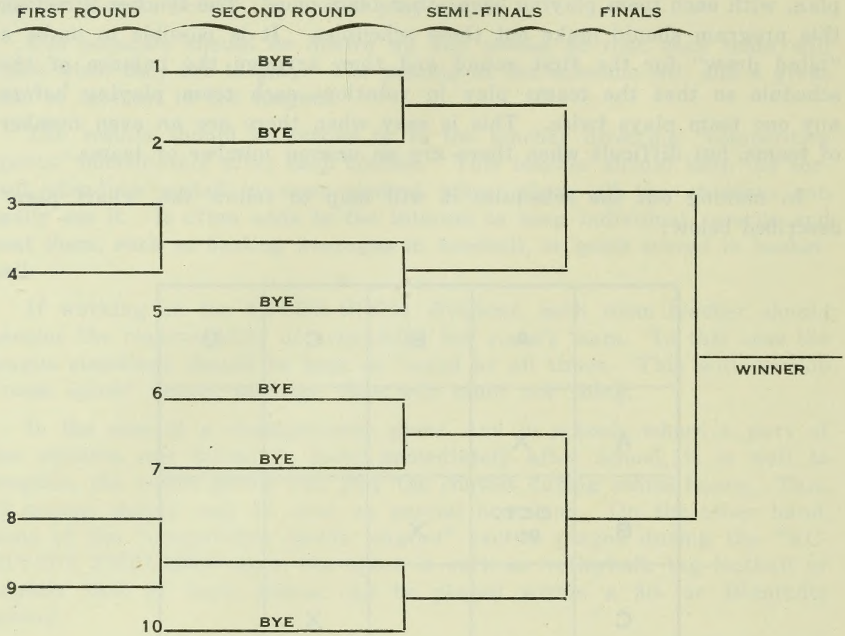
Whenever possible, the leagues should be conducted on the percentage plan, with each team playing each other team once. The teacher directing this program should make out these schedules. It is possible to make a "blind draw" for the first round and then arrange the balance of the schedule so that the teams play in rotation—each team playing before any one team plays twice. This is easy when there are an even number of teams, but difficult when there are an uneven number of teams.

In making out the schedules it will help to follow the "chart plan" described below:

	A	B	C	D
A	X			
B	OCT. 9TH	X		
C			X	
D				X

Arrange the teams in order down one side and across the top as indicated by letters A, B, C, and D. Mark in the X's as indicated. Then as a date is decided upon for a game between two teams put this date in the square opposite one team and under the other. For instance, team A plays team B on October 9. Write October 9, in the square as indicated in chart above. Follow this scheme throughout until all the squares are filled on one side of the chart and every team will be scheduled to play every other team once. If it is desirable to play every team twice, do the same thing on the other side of the chart and each team will then be scheduled to play every other team twice.

If an elimination series is planned, the following rule will make it possible always to have the drawings come out right: Subtract the number of teams from the next highest power of 2—this number will give the number of "byes." The "byes" should be arranged with equal number in each half as indicated below. For instance, if there were ten teams, the next highest power of 2 would be 16. Ten from sixteen would leave six "byes"—these should be arranged as below:



CORRECTIVE EXERCISES

Regardless of how complete a program of physical training is promoted, there is always need for special corrective exercises. There are always to be found pupils with deviations from the normal, oftentimes these are slight and easily corrected by special exercises. Without question, this phase of physical education is of great importance in the high school, as it is in the years of adolescence that these deviations become fixed and tend to make a permanent deformity. In many instances school life is directly responsible, making the necessity of remedial measures all the more imperative.

The most common deviations found in school children are: poor posture, lateral curvature of the spine and flat feet. The first of these, poor posture is by far the most common and probably the most harmful. Poor posture, including flat chest, round backs, protruding abdomens, is really a matter of habit. With no particular attention ever paid to standing or sitting positions, pupils very easily acquire the habit of standing or sitting in the most comfortable positions. Unfortunately these "most comfortable" positions are very often detrimental to the best interests of the student. Lateral curvature of the spine and flat feet cannot generally be attributed to school life, except possibly lateral curvature caused by continually carrying large numbers of books always on the same side. These defects are nevertheless important in the development of the pupils' physiques, and should be corrected in our schools.

It is the purpose of this outline to give, under the above headings, exercises especially designed to correct such defects.

A—Posture

The matter of correct posture is primarily a matter of habit formation. Posture training should be given throughout the school day in various ways. It is not enough to simply give specially designed exercises a few times each week, but the classroom teacher should continually keep reminding her pupils to "stand straight" or "sit straight" and so by persistent efforts establish the habit of standing or sitting straight. During study periods and specially during recitations should the teacher insist upon a good standing or sitting position.

If results are to be accomplished along this line, two things are necessary: first, explain to the pupils the advantages of a good carriage and the disadvantages of a poor carriage, and second, to actually show the pupils what good posture is. A great deal of this can be accomplished through the physical training periods; in fact, 90% of the pupils will only require the training given in these lessons. But there will always be some that have pronounced cases, and these few are the ones the following exercises are designed especially for. These exercises are designed to strengthen the muscles necessary in holding good posture and at the same time to give the pupil "the feel" of a correct posture.

Exercises to Correct Poor Posture

1. The first exercise to give is the position of "attention" in gymnastics. This position is carefully explained under the heading, "Explanations of Movements in Gymnastic Commands."

2. Deep breathing exercises are particularly good exercises for developing a good posture. Any of the breathing exercises outlined in the physical training lessons can be used.

3. Any of the exercises outlined under the heading "Posture Exercise" in the physical training lessons can be used. These exercises with a larger number of repetitions will make excellent corrective exercises.

4. With the pupil standing in the usual faulty position, place the hand about one inch in front of the sternum, tell pupil to raise his chest until it touches the hand. While in this position have the pupil take several deep breaths. Repeat the entire exercise 10 or 15 times.

5. Have pupil stand with fingers interlocked behind hips, palms turned out. The exercise consists of turning palms upward, inward, and downward. Repeat 15 or 20 times.

6. Hands placing on neck or elbows forward bend followed by arms flinging sideward (described in physical training lessons) are especially good posture exercises.

7. Have pupil lie in a prone position on a table, couch, or the floor with hands on neck. Either fasten the ankles or have another pupil hold them still. Raise the head and extend the spine, pressing the elbows back. This exercise should be followed by a breathing exercise.

8. Same as No. 7 with the hands and arms in different positions.

9. Same as No. 7 except lying in a supine position with hands at sides. Deep breathing with arms raising over-head.

10. Pupil sitting on floor with hands on neck. Another pupil or teacher standing directly back with knee against pupil's back. Take hold of underside of elbows and gradually pull arms backward, pressing knee against pupil's back. Care must be taken not to pull too hard or too far.

B—Lateral Curvature

Lateral curvature is less prevalent than round shoulders, flat chests or the drooping head, although it very frequently accompanies these irregularities. In a great majority of cases the pupils do not know they have any curvature, do not know even that one shoulder is lower than the other. There are many contributory causes to lateral curvature, many of which are caused by school life. Some of the most common are poor sitting positions while studying, standing positions where the weight is thrown almost entirely on one leg, writing with forearms on the desk, and carrying books always under the same arm or on the same hip. Another outstanding cause, especially in boys, is the carrying of papers. As a rule it is the right shoulder that is lowered, this being due in the main to the fact that the majority of children are right-handed and in the cases of carrying books and papers and in writing, it is the right shoulder that is drooped.

The following special exercises are especially designed for the correction of a lowered right shoulder. The same exercises reversed will correct a lowered left shoulder. Many of the exercises under "arm and leg" and "trunk" movements can be used with little variation for this work.

Exercises Especially Designed to Correct a Lowered Right Shoulder

1. From position of "attention" raise right arm forward, taking deep breath. Raise on toes, flinging arms sideward and down on exhaling.

2. Place left hand behind hips, raising right arms sideward, upward, raising on toes.

3. With new starting position of left hand behind hips and right arm raised sideward, upward—bend trunk to the left.

4. Place left hand behind hips—bend trunk forward, downward, touching floor with the right hand.

5. Place pupil on a prone position on a table, couch, or on the floor with the teacher or another pupil holding his ankles in place. Place left hand behind hips and right hand on neck—raise the head and extend the spine, pressing backward with the right elbow.

6. The lifting of a weight from the floor to over the head with the right hand is also a valuable exercise.

7. From position of arms sideward, raise, bend trunk forward twisting to the left, swinging the right arm downward and the left upward.

8. Raise right arm sideward, upward and left arm sideward—raise left leg sideward, raising on toes of right foot.

9. From a prone position on a table, couch, or the floor, raise the right arm forward and the left arm backward at the same time raise the head and trunk.

10. From a supine position, raise the right arm forward and upward, taking a deep breath—exhale sideward, downward.

C—Flat Feet

There are many cases of flat feet, or feet with a tendency towards flatness, which go unnoticed by either the pupils or their parents. In many cases they give no pain and without a physical examination are given no consideration. In many other cases, however, the pupil suffers pain in the arch of the foot or in the calf of the leg. The most marked characteristic, however, is an excessive turning out of the feet in standing, walking, or running. Flat feet, except in the cases of falling arches, are really caused by the weakening of the muscles in the arch of the foot. In all, except extreme cases, therefore, the strengthening of these muscles will remedy this condition. Exercises given for flat feet should be done several times during the day with many repetitions each time. These exercises can, and should be, taken while at home or even while at play.

Exercises for Correction of Flat Feet

1. Walking and standing with feet pointed straight ahead.
2. Raising on toes, feet pointed straight ahead.
3. Jumping on toes.
4. Standing with toes together and heels apart—raising slowly on toes.

5. Standing with feet together raise on toes, forcing heels apart at the same time.

6. Standing with feet together, curl toes downward as far as possible. (This exercise can be done while sitting also.)

7. Sitting with one leg across the other knee—rotate the foot outward, curling the toes at the same time.

8. Stand feet parallel and about twelve inches apart—bend knees pressing outward.

9. Stand with toes together and heels apart—raise on toes and walk forward and backward.

10. Picking up small articles on the floor, such as marbles, etc., with the toes.

A SCHOOL HEALTH PROGRAM

The scope of a school health program of today includes three phases of work; the acquisition of health knowledge, the practical training in health habits, the formation of ideals and attitudes tending to promote personal and community health.

The history of the above program of school health has been a varied one with physical education, school health program, play program and last a combination of all, vying with each other for supremacy. The first era was controlled by physical education which had its origin as health measures. Medical sciences then came to the front. Physical education could not keep up with the contributions made to health promotion and disease prevention by physiology, bacteriology, pathology, etc. The school inspections then carried out brought to light an alarming number of physical defects, such as malnutrition, caries of the teeth, infected tonsils, infected adenoids, defective sight and hearing, heart and circulatory disorders. This school health program conducted through physical examinations predominated; physical education had made the mistake to lay emphasis on methods and technique. The third era of a school health program was instigated by the new psychology which brought forward the important rôle that instincts and emotions played in the activities, growth and education of the child. The play movement then predominated, and spread like wildfire but made the mistake of letting the emotions predominate and athletes were developed instead of athletics for all. The fourth era brought physical education back into the limelight. The appalling revelations of the draft caused the schools over the country to seek a program which would achieve positive health and physical efficiency. Last, it was finally realized that all of these agencies had a common object in view. They were all interested in the physical examination and the follow-up procedures and physical efficiency tests. The public refused to support all of these agencies in their school systems when the same objective of the sound, vigorous, harmonious development of the body was the goal. The consequence is that these agencies have been combined and work toward a common end.

Health education may be pictured as a triangle, the base representing health instruction and the sides representing the physical examination and the physical training. Knowledge and health practice should go hand in hand. In the elementary schools the instruction and practice of health habits can be simple and should be correlated with the other subjects taught in the school. In high schools, however, a different situation exists.

The study of health in high schools involve the study of physiology, biology, etc., that is, the why and how of the facts that have been taken for granted in the elementary grades. To a large extent the general health instruction should be considered in connection with other subjects, but it is necessary in high school to incorporate it as a separate and distinct course in the curriculum.

Health knowledge can be presented by a regular course in personal and community hygiene and by correlating knowledge gained in other subjects whenever possible. It is also advisable to give short health talks during part of the physical training period on such subjects as sunlight, fresh air, deep breathing, muscular exercise, sensible clothing, the art of eating, pure water drinking, regular bathing, high pressure living, rest and recreation, and the prevention of disease. Information can be secured through physical examinations and records kept and referred to, concerning the individual students. This examination should be given in such manner that the examiner can get acquainted and give advice, rather than to see how many pupils can be rushed through the examination. And last when the student has received instruction on what health habits are and why; and information has been secured concerning the individual, then follow this up with the physical training program to instill the habits of right living.

INTER-SCHOLASTIC ATHLETICS

Inter-scholastic athletics are an essential part of every school curriculum; they not alone are beneficial because of development of both physical and mental powers, but develop school spirit far better than any other one thing. The great difficulty with inter-scholastic athletics is that they are not properly supervised. When they are not properly supervised they are detrimental to individual development and school spirit.

The first step in organizing inter-scholastic athletics should be the selection of a member of the faculty as athletic director. This man should assume full responsibility, under the direction of the Faculty Athletic Committee, for the conduct of the players, their training, and supervision of all games. It is necessary, therefore, that a man of high character and moral standards be selected for this position.

The athletic policy of the school should be controlled by a Faculty Athletic Committee. This committee should consist of not less than three, or more than five members. It is advisable to have the principal act as chairman and to include at least one woman member of the faculty. Matters of eligibility and the expenditure of funds should be controlled by this committee. It is not advisable to have members of the community on this committee.

It is a good plan to have a student athletic association. Encourage all students to become members and have a small membership fee. This association should have officers and be active in the promotion of athletics. In some cases it is well to have a representative of this association meet with the Faculty Athletic Committee. In many schools this member meets with the faculty committee once a month or once in two months.

It should be the policy of the school to have as large a number of candidates out for the various teams as possible. The great trouble is that only a few of the best players come out, as the others think there is no chance of making the team. It will help to have the athletic director go before the student body and make a general call for candidates at the beginning of each season.

It should also be the policy to play only teams in the same "class," which means games with large city schools merely for the purpose of making a little money would be abolished.

Sportsmanship, fair play, coöperation, physical development, playing according to the rules, teamwork, and winning by hard, clean play, should be stressed, rather than winning at any cost. The winning of the games is in reality merely incidental and the development of the above mentioned qualities, the main objective.

Eligibility rules, especially the scholastic eligibility rules, should be lived up to the letter. No special cases should be made regardless of how "good" a player the boy is. The most satisfactory way is to have all schools play under the same eligibility rules. In this state the North Carolina High School Association rules should govern all athletic contests.

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# Music Memory Contest
for
Rural Schools

PUBLISHED BY THE
[illegible]
[illegible]

EDUCATIONAL PUBLICATION No. 105 DIVISION OF SUPERVISION No. 24

# Music Memory Contest
for
Rural Schools

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

CONTENTS

PAGE

Foreword 3

List of compositions 4

Materials required and suggested 5

Suggested study in music appreciation 7

Facts concerning the literature of music 8

Rules and regulations for the final contest 16

Sample score card for contest 18

Song—"The Old North State" 19

Foreword

The aim of the state contest in general is to develop music appreciation among a larger per cent of the rural school children of the State with the ultimate objective—a high music standard attained by the majority of these pupils.

The plan for this year includes the following:

Objectives

1. To extend the work of the music memory contest into each county of the State.

2. To create greater interest in public school music throughout the State.

3. To increase the amount of time given to the supervision and direction of the development of music appreciation and music attainments in rural schools.

4. To revise the song bulletin published by the State Department of Public Instruction.

Method of Procedure

The rural school supervisors of the state will organize and promote the music memory contest in the respective counties in which they are working and in addition will, upon application, furnish information concerning the contest to any adjoining county. Music teachers or representative grade teachers from those counties not employing rural school supervisors may confer with the rural supervisor (nearest to their county) at the beginning of the school term and plan the year's work.

Following the contest in each county, winners will meet to contest for first place in Raleigh during April or May, 1927. (The date to be announced later.)

It is suggested that the supervisor or one in charge of the Music Memory work review all bulletins published on the Music Memory Contest in this State before planning the year's program. Attention is called to the change in subject matter of contest this year. The contest will include more than the recognition of the composition as a study of the contents of this bulletin will reveal.

Any information not contained in this announcement will be furnished by Mrs. E. E. Randolph, Chairman Music Memory Contest, 212 Groveland Ave., Raleigh, N. C., who outlined this program. Mr. J. B. Williamson, State Department of Public Instruction, Raleigh, N. C., will furnish information to schools operating picture machines concerning the slides showing the words and music of our State song.

Special attention should be given to Section V of this bulletin when the program for the schools is discussed with the teachers. It is suggested that copies of this bulletin be distributed and studied at the annual conference held before the opening of schools, or during the first county-wide teachers' meeting. The details of the program should be explained to insure the greatest degree of success in the work as outlined for the Music Memory Contest.

Hattie S. Parrott,
Assistant State Supervisor Rural Schools.

I. LIST OF COMPOSITIONS

The following list of compositions have been carefully selected bearing in mind the needs of the third year of the Music Memory work, and at the same time with a view to offering to beginners in the work materials which they can interpret to their benefit and enjoyment.

Composition	*Source*	*Composer*	*Nationality*
Soldiers' Chorus	Faust	Gounod	French
Onward Christian Soldiers		Sullivan	English
Narcissus		Nevin	American
Humoresque		Dvorak	Bohemian
Hark, Hark, the Lark!		Schubert	Austrian
The Brook		Dolores	?
Sunny South Medley			American
Dagger Dance	Natoma	Herbert	American
Ewa-yea (2) Wah-wah-taysee	Hiawatha's Childhood	Indian Folk Songs	American
Anitra's Dance	Peer Gynt Suite	Grieg	Norwegian
In the Hall of the Mountain King	Peer Gynt Suite	Grieg	Norwegian
The Erlking		Schubert	Austrian
The Loreley		Silcher	German
Hallelujah Chorus	The Messiah	Handel	German
Gloria	Twelfth Mass	Mozart	Austrian
Amaryllis	Old French Rondo		French
Minuet in G		Paderewski	Polish
Symphony in B Minor-Allegro	Unfinished	Schubert	Austrian
Symphony in B Minor-Andante	Unfinished	Schubert	Austrian
Overture—At Dawn	William Tell	Rossini	Italian
Overture—The Storm	William Tell	Rossini	Italian
Overture—The Calm	William Tell	Rossini	Italian
Overture—The Finale	William Tell	Rossini	Italian
The Swan		Saint-Saëns	French
At the Brook		Boisdeffre	French

Supply Houses and Record Numbers

Composition	*Victor*	*Columbia*	*Brunswick*
Soldiers' Chorus	35227	A6224	2706
Onward Christian Soldiers	35227	A3111	2702
Narcissus	18311	A912	2415
Humoresque	18311	A5704	20019
Hark, Hark, the Lark!	664	30005D	10119
The Brook	664		
Sunny South Medley	16819		
Dagger Dance	55200		
Ewa-yea (2) Wah-wah-taysee .	35617		
Anitra's Dance	18042	A6110	2407
In the Hall of the Mountain King	18042	A6110	
The Erlking	6273		
The Loreley	6273	A3045	
Hallelujah Chorus	35678	A5802	
Gloria	35678		

Composition	*Victor*	*Columbia*	*Brunswick*
Amaryllis	16474	A3127	
Minuet in G	16474		
Symphony in B Minor—Allegro	35314	65005D	
Symphony in B Minor—Andante	35314	65006D	
Overture—At Dawn	17815	A6129	2008
Overture—The Storm	17815	A6129	2008
Overture—The Calm	18012	A6130	2009
Overture—Finale	18012	A6130	2009
The Swan	801	68027D	10143
At the Brook	801	A3820	

II. MATERIALS REQUIRED AND SUGGESTED

(a) Materials required

1. *Twenty-five compositions—Records from local Music Supply House.
2. Listening Lessons in Music—Silver, Burdett & Company, Newark, N. J. Price $1.44 prepaid.
3. The Golden Book of Favorite Songs—Hall & McCreary Co., Chicago. 15 cents a copy.
4. **State Song Bulletin—State Department of Education, Raleigh, N. C.
5. Physical Education Bulletin—State Department of Education, Raleigh, N. C. (A copy may be secured from the County Superintendent.)

(b) Materials Suggested

From the following sources many publications containing valuable suggestions, stories and pictures for classroom use may be obtained:

1. Playground and Recreation Association of America, 315 Fourth Avenue, New York City.
2. National Bureau for the Advancement of Music, 45 West 45th Street, New York City.
3. The Victor Talking Machine Company, Camden, N. J. (Music Memory Contest Booklet, free. 52 pictures of composers, 5 cents)
4. The Columbia Phonograph Company, (Music Memory Contest Booklet. free.) Educational Department, 1819 Broadway, New York City.
5. Brunswick-Balke-Collender Co., Chicago, Ill.
6. National Congress of Parents and Teachers, 1201 Sixteenth Street., N. W., Washington, D. C. "More and Better Music in Our Schools and Homes."
7. Effa Ellis Perfield, 121 Madison Ave., New York City. (Pictures of Composers—one set of 14, 28c.) (Pictures of Instruments—one set of 7, 14c.)
8. "Great Composers of the World"—Silver, Burdett & Co., New York.
9. North Carolina Teacher—September 1925. The Universal Language. Holland. (Illustrations of how to present the Music Memory Contest compositions.)
10. Addresses and Proceedings National Education Association. pp. 504-521.

Music Books for School Libraries

A number of these books may be borrowed from the N. C. Library Commission, Raleigh.

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* These compositions may be secured as double-faced records. Total cost should not exceed $16.

** Address Division of Rural Supervision, State Department Education, for copies of Song Bulletin.

Recommended by Joint Committee from
Public School Music Section N. C. Women's Clubs, Mrs. E. E. Randolph, Chairman Music Section; N. C. Educational Association, W. A. Potter, Chairman

Name of Book	*Author*	*Publisher*	*Price*
Books for Children to Read			
Prince Melody in Music Land	Elizabeth Simpson	Alfred Knopf	$1.25
Child's Own Book of Great Musicians	Thomas Tapper	Presser (per vol.)	.15
Art Music Reader (No. I & II)		Mentzer Bush & Co.	1.00
Pan and His Pipes		Victor Company	.35
In Music Land	George P. Upton	A. C. McClurg & Co.	1.50
Music Talks with Children	Tapper	Presser	1.50
Books For Piano Students			
Descriptive Analyses of Piano Works	Perry	Presser	2.00
Stories of Standard Teaching Pieces for Piano-forte	Perry	Presser	2.00
Rote Song Books			
Nursery Rhymes Set to Music	Elliot	McLoughlin Bros.	
Songs of the Child World (No. I & II)	Gaynor	Schirmer	1.00
Small Songs for Small Singers	Neidlinger	Schirmer	1.25
History and Biography			
First Studies in Music Biography	Tapper	Presser	1.75
Music and Musicians	Lucy Lillie	Harper Bros.	.75
Face to Face with Great Musicians, Groups I and II	Isaacson	Appleton Co.	2.00
Complete Book of Great Musicians	Percy Scholes	Oxford Univ. Press	4.20
What We Hear in Music	Faulkner	Victor Co.	1.50
History of Music	Stanford & Forsythe	Macmillan	3.00
Opera			
Operas Every Child Should Know	Bacon	Grosset & Dunlap	.50
Wonder Stories from Wagner	Chapon	Harper	1.50
The Standard Operas	Upton	McClurg	2.75
Songs Every Child Should Know		Grosset & Dunlap	.50

Orchestra

Instruments of the Orchestra		Victor Company	$5.00

(to be used with large chart pictures of each instrument)

Orchestral Instruments and What They Do	Mason	Schirmer	1.00

Sacred Music

The Best Hymns of America, Compiled by Anne Oberndorfer		Fischer & Bros.	.50

(The stories of the hymns and tunes are given)

Magazine

Music and Youth, Published by Evans Brothers, 16 Arlington St., Boston	2.00

III. SUGGESTED STUDY IN MUSIC APPRECIATION*

Introductory Statement

"Music must be given a reasonable and fair amount of the time of the school day, not only as an art subject, both beautiful and useful, but as a subject broadly educational. In a daily schedule of 300 or more minutes, music as such should be allowed not less than fifteen minutes daily in primary grades, not less than twenty minutes daily in intermediate grades, and not less than the equivalent of twenty-five minutes daily in grammar, junior high and high school grades. The time assignment is not to include the valuable functioning of music as an ally in Physical Culture, English Festivals, Pageants, etc."

Second Year Attainment

"Ability to recognize some five or six good compositions when hearing each given as a whole; to follow and recognize a recurrent theme in a new song, or new piece of very simple structure; and a tendency to prefer compositions that have real musical merit and charm to those that are weak or common."

Third Year Attainment

"Listening to good musical compositions as largely analyzed musical experience; observation or analysis to be largely in connection with the songs sung, but also in some degree with the larger compositions heard; and to consist of features of structure or design, such as observing recurrences of themes, sequences, and variations on them, etc.; and to be pursued in the spirit of recognizing the beauty and charm of such features of musical design."

Fourth Year Attainment

"Increased capacity to observe the characteristic features of songs sung, and music heard, such as recurrences of themes, salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention because of the pleasure they give the hearer. Also, ability to recognize and write the names of some twenty standard compositions from hearing each composition when given as a whole."

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* As outlined in attainments for each grade in the North Carolina Elementary Course of study.

Fifth Year Attainment

"Increased capacity to observe the characteristic features of songs sung and music heard, such as recurrences of themes, salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention, because of the pleasure they give the hearer. Also, ability to recognize and write the names of some twenty standard compositions from hearing each composition when given as a whole."

Sixth Year Attainment

"Ability to appreciate the charm of design in songs sung; to give an account of the salient features of structure in a standard composition, after a few hearings of it; to identify at least the three-part song form from hearing; to recognize and to give titles and composers of not less than twenty standard compositions studied during the year."

Seventh Year Attainment

"Knowledge of all essential facts of elementary theory sufficient to enable seventy-five per cent of the students to give a correct explanation of any notational features contained in the pieces of average difficulty in the standard books of music for the seventh and eighth years.

"Further progress in recognition of the relations, agreements, dependencies of tones and tonal groups, that give to music its strength and interest; pleasure in good music."

IV. FACTS CONCERNING THE LITERATURE OF MUSIC

1. Introduction

In order that all of the children enrolling in the Music Memory Contest may have a uniform and a similar presentation of the subject-matter in this course in appreciation of music, "Listening Lessons in Music"* by Fryberger is suggested as the textbook. As best results can be obtained by having one teacher responsible for giving this course of study a definite place in the curriculum, the supervisor or principal of each school should appoint or select one teacher to have full charge of the teaching of this subject in each school.

It will be readily observed after a review of "Listening Lessons in Music" and the list of records for the contest that not all of the compositions called for in the various chapters are included in the given list of records. Since that would be a financial impossibility with some of our schools, it has been decided that this shall be a two-year course of study in the appreciation of music. Next year the textbook, "Listening Lessons in Music," will be suggested again and other compositions to be studied will be added to the list for this year.

Therefore, in order to aid the Music Memory Contest teacher to follow and to teach to the best advantage the course for this year, the appended outline is given. This study should begin with the opening of school and be carried on with regularity throughout the year. In the final contest several questions on the different phases of music as learned from "Listening Lessons in Music" will be included on the score sheet as a part of the final State Contest.

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*Used by permission of the publishers, Silver, Burdett & Co., Newark, N. J.

"Children should know music as an art, full of beauty and of dignity; full of pure thought and abounding joy."—Thomas Tapper.

Of great value to the Music Memory Contest teacher in teaching this course are the helpful and excellent suggestions as well as a great abundance of information found in the foreword, the introduction, general instructions to teachers, pp. 1-12, and concluding suggestions to teachers, pp. 210-223, in "Listening Lessons in Music" by Fryberger. Please mark and refer to often the paragraphs that will help you in delivering this subject matter so as to attract the child to a greater interest and love for music. All of this should be carefully read and studied and understood by the teacher before beginning to teach the course. Attention is also called to page 247 which gives, in the list of composers mentioned in "Listening Lessons in Music," the pronunciation of the names of the composers. On pages 247-252 is found the pronunciation of the names of the compositions and words found in the text of the book.

It is suggested that the teacher write an interesting musical quotation on the blackboard for each lesson—see p. 9. It would be helpful for the children to keep notebooks of the more important facts for review as the lessons progress.

In this outline there is no specified division of material for each lesson. This will necessarily vary with different schools, so the amount for the study hour is left to the judgment of the Music Memory Contest teacher.

The splendid descriptions of the various compositions found in the Victrola Music Memory Contest booklet (free) and materials from The Columbia Company and other phonograph houses should be followed in order to help understand the different instruments, etc., used in the recording of the compositions.

2. The Outline

Key to Abbreviations:

L.L.—"Listening Lessons in Music"
G.B.F.S.—"Golden Book of Favorite Songs"
L.P.E'd.—"Lessons in Physical Education"
S.C.S.S.—"Song Collection for use in Summer Schools"
Record—Record from Music Memory Contest list

Concentration

Chap. II. L.L. pp. 13-15

Even though this chapter is headed "Grades One, Two, and Three," we must begin our Music Memory course of study in all of the grades with this chapter. Tell the children that in order to be well prepared for the Music Memory Contest they must learn to be intelligent listeners. "In listening, one thinks of what he hears."

Have the pupils learn the words and learn to sing many of the songs given for illustrations of the various musical ideas and developments. A piano can be used instead of records for most of the selections in Chap. I and a part of Chap. II.

L.L. p. 15.	Little Bo-Peep—G.B.F.S. p. 15 Little Jack Horner—G.B.F.S. p. 77 Twinkle, Twinkle, Little Star—Mozart—G.B.F.S. p. 84
L.L. p. 19	Indian Lullaby—G.B.F.S. p. 84

L.L. p. 19	Read last paragraph—"Lullabies."
L.L. p. 20	The Little Dustman—Brahms—G.B.F.S. p. 96
L.L. p. 22	Indian Music—4th paragraph Record: Dagger Dance—Herbert
L.L. p. 23	Songs and calls of Native Birds—G.B.F.S. pp. 3-4 The Owl—Nevin—G.B.F.S. p. 21
	Discrimination
L.L. pp. 23-25	*The March* Record—Soldiers' March (Chorus) from Faust —Gounod Adeste Fidelis—G.B.F.S. p. 72 Abide With Me—G.B.F.S. p. 59 Softly Now the Light of Day—G.B.F.S. p. 66 Now the Day is Over—G.B.F.S. p. 67 Silent Night—G.B.F.S. p. 67
L.L. pp. 25-26	*Cradle Song*—Use as much of description of a lullaby as possible and substitute for illustration. All Through the Night—G.B.F.S. p. 41 Lullaby—Brahams—G.B.F.S. p. 81
L.L. p. 27	*Singing Games* Looby Loo—G.B.F.S. p. 47 Did You Ever See a Lassie—G.B.F.S. p. 52 London Bridge—G.B.F.S. p. 50 The Muffin Man—G.B.F.S. p. 45 Round and Round the Village—G.B.F.S. p. 49 (How to play the above games can be found in Lessons in Physical Education.)
L.L. p. 29	(c) Distinction between tone qualities
L.L. p. 29	(d) Familiarity with musical literature
	CHAPTER III
L.L. pp. 32-36	*Folk Music* Swanee River Folk Song of Scotland—The Blue Bells of Scotland—G.B.F.S. p. 38 Folk Song of Ireland—Last Rose of Summer—G.B.F.S. p. 41 (With the exception of three songs all of the songs on page 35 are found in G.B.F.S.)
L.L. pp. 36-37	*Dances* The following dances are found in Lessons in Physical Education: Highland Fling p. 89 Irish Washerwoman p. 82 Maypole Dance p. 91 Pop Goes the Weasel p. 79 Virginia Reel p. 102 Old Dan Tucker p. 103 Money Musk p. 101 Morris Dance p. 91 Shoemakers Dance p. 27

L.L. pp. 37-41	*Compositions with clear content to stimulate further discrimination* Record: Soldiers' Chorus from Faust—Gounod
L.L. pp. 41-42	Lullabies—Cradle Song—G.B.F.S. p. 81 Little Dustman—G.B.F.S. p. 96 Sweet and Low—G.B.F.S. p. 42
L.L. pp. 42-51	*Compositions which suggest rather than describe the content* Record: Wah-wah-taysee and Ewa-yea In the Hall of the Mountain King—Grieg Narcissus—Nevin. The Swan—Saint Saëns At the Brook—Boisdeffre
L.L. p. 49	Hansel and Gretel—A Little Man—G.B.F.S. p. 84 (Tell Story of Hansel and Gretel) Susy Little Susy—G.B.F.S. p. 87
L.L. p. 51	Medleys—Record: Sunny South Medley
L.L. pp. 52-56	*Familiarity with Artistic Compositions Through Singing the Subject Phrase. Encouragement of the Singing Habit* All Through the Night—G.B.F.S. p. 41 Cradle Song—Brahms—G.B.F.S. p. 81 Sweet and Low—G.B.F.S. p. 42 Records: Narcissus—Nevin Anitra's Dance—Grieg The Swan—Saint-Saëns
L.L. pp. 56-60	*The Principle of Harmony* Record: The Dagger Dance—Herbert Onward Christian Soldiers—G.B.F.S. p. 57
L.L. pp. 60-63	*The Significance of Form* Shoemaker's Dance—L.P.Ed. p. 27 Record: Amaryllis—Ghys (?)
L.L. pp. 63-67	*First Lessons in History of Music* Auld Lang Syne—G.B.F.S. p. 37 Loch Lomond—G.B.F.S. p. 36 Coming Through the Rye—G.B.F.S. p. 37 Record: Dagger Dance Ewa-yea and Wah-wah-taysee
L.L. pp. 67-70	*Negro Music* Go Down, Moses—G.B.F.S. p. 97 Swing Low, Sweet Chariot—G.B.F.S. p. 95 Old Dog Tray—G.B.F.S. p. 28 Hard Times, Come Again No More—G.B.F.S. p. 28
L.L. pp. 70-73	*Singing Habit Established:* Adeste Fidelis—G.B.F.S. p. 72 Sweet and Low—G.B.F.S. p. 42 Silent Night—G.B.F.S. p. 67

CHAPTER IV

LL. pp. 74-88

Folk Songs
How Can I Leave Thee—G.B.F.S. p. 30
Annie Laurie—G.B.F.S. p. 39
Old Black Joe—G.B.F.S. p. 25
Santa Lucia—G.B.F.S. p. 104
Juanita—G.B.F.S. p. 52

L.L. pp. 79-86

Popular Songs

Read and explain to page 84, then play record of Schubert's Symphony in B Minor to illustrate story. For college songs referred to in next paragraph see pages 121, 122, 124, 125 G.B.F.S., also p. 120, "Jingle Bells" and p. 18 G.B.F.S. "When Johnny Comes Marching Home."

L.L. p. 86

Record: Anitra's Dance from Peer Gynt—Grieg.

L.L. pp. 86-88

The Ballad
Loch Lomond—G.B.F.S. p. 36
Kathleen Mavourneen—G.B.F.S. p. 48
Killarney—G.B.F.S. p. 43
Wearin' of the Green—G.B.F.S. p. 44

L.L. p. 88

Darling Nellie Gray—G.B.F.S. p. 31
Little Brown Church in the Vale—G.B.F.S. p. 110
When You and I Were Young, Maggie—G.B.F.S. p. 50
Carry Me Back to Old Virginny—G.B.F.S. p. 32

(The study of the Aria, the Lied, and the Chanson may be omitted.)

L.L. pp. 90-92

The Art Song

It is necessary to understand pp. 90-91 before presenting the Art Song to children.

L.L. p. 96

Familiarize class with words of poem and then play record of The Erlking (see page 108, third paragraph). This record is sung in German by Schumann Heink. Even then it is easy to follow the English translation of the poem.

THE ERLKING

(Goethe)

Who rideth so late through night and wind?
It is the father—with his child;
He has the boy so safe in his arm,
He holds him tightly, he holds him warm.

"My son, in terror why hidest thy face?"
"O, father, see, the Erlking is nigh!
The Erlking dreaded, with crown, and robe"
"My son, in terror why hidest thy face?"

"My dearest child, come, go with me!
Such merry plays I'll play with thee.
For many gay flowers are blooming there,
And my mother has many golden robes for thee."

"My father, my father, and hearest thou not
What the Erlking whispers so soft in my ear?"
"Be quiet, O, be quiet, my child;
'Tis but the dead leaves stirred by the wind."

"Come lovely boy, wilt thou go with me?
My daughters fair shall wait on thee,
There my daughters lead in the revels each night,
They'll sing and they'll dance and they'll rock thee
  to sleep."

"My father, my father, and seest thou not
The Erlking's daughters in yon dim spot?"
"My son, my son, I see, and I know
'Twas only the olden willow so gray."

"I love thee so, thy beauty has ravished my sense;
And, willing or not, I will carry thee hence."
"My father, my father, now grasps he my arm,
The Erlking has seized me, has done me harm."

The father shudders, he rides like the wind,
He clasps to his bosom his pale, sobbing child;
He reaches home with fear and dread;
Clasped in his arms—the child was dead.

L.L. p. 97 — The Loreley
  Read English translation p. 229, also see song p. 109 G.B.F.S.

L.L. p. 98 — Explain fully to class last statement on page.

L.L. p. 108 — Summary concerning songs—three paragraphs.

L.L. pp. 109-114 — *The Opera*
Records of opera selections
  Faust: Soldiers' Chorus—Gounod
  William Tell: Overture, Parts I, II, III, IV—Rossini
Songs from Operas
  Hansel and Gretel: Susy Little Susy—Humperdinck—G.B.F.S. 87
  A Little Man—G.B.F.S. p. 84
  Bohemian Girl: The Heart Bowed Down—Balfe—G.B.F.S. p. 49

L.L. pp. 115-116 — *Oratorio*
Record:
  Hallelujah Chorus from the Messiah—Handel
  Gloria from Twelfth Mass—Mozart

L.L. p. 117	*Instrumental Music*
p. 118	Absolute music:
	Record: Amaryllis
p. 119	Record: Minuet in G—Paderewski
(Skip p. 120)	
L.L. p. 121	*Program Music*
	First paragraph and last paragraph
	Record: In the Hall of the Mountain King—Grieg
p. 123	Record: Narcissus—Nevin
p. 124	Record: At the Brook—Boisdeffre
	See fourth paragraph—Have students write composition on "The Swan"—Play record.
p. 125	Read last paragraph and page 126
L.L. pp. 132-133	*The Serenade*
	Record: Hark, Hark, the Lark—Schubert
	Read from third paragraph p. 160 including poem.
L.L. p. 135	*National Music*
	Most of these songs are familiar and can be found in the reference material—have several sung.
L.L. p. 141	(3) Study of Switerland
L.L. p. 142	Record: The Calm—Part III of William Tell Overture Follow this with—The Storm—Part II
L.L. p. 143	(4) Bohemia
	Record: Humoresque—Dvorak
L.L. p. 146	(8) Norway
	Records: Peer Gynt Suite—In the Hall of the Mountain King—Grieg Anitra's Dance—Grieg
L.L. pp. 147-148	Distinctive Music of the United States
pp. 149-152	(1) Indian music—review p. 65-66
	(2) Negro music—review p. 67-70
p. 153	(4) Mountain Ballads and Folks songs

"The visitor to foreign countries, whether a music lover or not, generally delights in the picturesqueness of native melodies. How often do we have to listen to accounts of the songs of the Venetian gondoliers. And the traveller just returned from Spain will tell with the air of a discoverer, of the melodies of Andalusia, the folk-songs of Valencia! And what of the well known Scottish and Irish melodies?

"Right here in the Blue Ridge Mountains of the Carolinas there are native melodies that are only now becoming known. Not the Negro melodies—tho' they are delightful, and in a sense, form an American tradition of folk music. But the songs of the mountaineers! Only recently a manufacturer of victrola records has put on the market a group of these songs, plaintive, melodious, and quaint as any song in foreign tongue. (We pass over the added advantage of their being in a language that is readily understood.)

"These native melodies, which form a group of true American folksongs, are easily recognized as the outgrowth of the life of a simple people. They are plaintive in the extreme, often weird in theme as well as tune, and carry much repetition, as in a chant. They are distant relatives of the chantey songs of wharf hands in that they have doubtless been developed to the rhythm of work, and deal with some individual theme. What could be quainter, more unique than "She'll be Driving Four White Horses When She Comes"—with its lilt and repetition and mournful minor undertone. "The Wreck of the Old Ninety-Seven;" "She's Coming Round the Mountain;" "Cumberland Gap;" and "Sourwood Mountain," are only a few of these native American melodies, that have been handed down from generation to generation among our mountain people."—*Southern Life.*

L.L. pp. 161-197	*The Orchestra* It is suggested that the teacher review these pages as a whole before presenting the different sections that follow here.
L.L. pp. 164-165	(1) Symphonies
L.L. pp. 167-169	Record: Schubert's Symphony in B Minor ("Unfinished")
L.L. p. 171	(2) Overtures Records: William Tell—Rossini At Dawn The Storm The Calm Finale
L.L. p. 180	(3) Suites The Music Memory Contest list of compositions contains two numbers of the Peer Gynt Suite—Grieg "In the Hall of the Mountain King"
p. 181	"Anitra's Dance"
	(4) Tone Poems
L.L. p. 186	As illustration for "Tone Poems" play "The Swan" —Le Cygne—Saint-Saëns
L.L. pp. 198-207	*Musical Criticism*
L.L. pp. 207-209	*Jazz*
L.L. p. 209	*Summary*

"The listener is as necessary as the composer or the performer."

"A listener thinks of what he hears."

"We see beauty and truth only in proportion to our intelligence."

"Let the next generation refer to certain qualities in the piece; as, the melody is not clear, the rhythm is indefinite, the harmony is obscure, etc. Let every one down to the smallest child in school know that he cannot have sound opinion of anything until he understands it."

"Music for every child. Every child for music."

V. RULES AND REGULATIONS FOR THE FINAL CONTEST*

Music Memory Contest for Rural Schools

In an effort to cultivate in the children of the rural schools an appreciation and love for good music, the Music Department of the North Carolina Federation of Women's Clubs is fostering the Music Memory Contest.

A list of twenty-five compositions are selected for the contest numbers from the works of some of the best composers. None of the selections are so difficult as to require any great amount of extra work, or to interfere with the regular program of the school.

Miss Hattie S. Parrott, Assistant State Supervisor of Rural Schools, is coöperating in the promotion of the plans.

The rules and regulations, in general, for holding the Music Memory Contest are given below. Correspondence relative to the contest should be addressed to Mrs. E. E. Randolph, Music Memory Contest Chairman, Raleigh, N. C.

Rules and Regulations for Rural Schools

1. The contest in rural schools will be in charge of the County Rural School Supervisor. If there is no Rural Supervisor, the County Superintendent, or any capable person or teacher who is endorsed by the Superintendent, may conduct the contest. THIS CONTEST WILL BE LIMTED TO SCHOOLS OPERATING UNDER THE COUNTY SYSTEM. PUPILS FROM SPECIAL CHARTERED SCHOOLS WILL NOT BE ELIGIBLE.

2. Pupils from the fifth to the seventh grades, inclusive, are eligible. To secure the full educational benefit of the contest all of these children should take part.

3. Individual school contests must not be held before the last six weeks of school and may be held any time during this period. The five children winning highest scores will represent their school at the final County Contest.

4. A. The child winning the highest score at the final County Contest will represent his county at the State Contest which will be held in Raleigh, N. C. during April or May, 1927. (Date to be announced later.)

B. Each winning County Contestant must be accompanied by a teacher or superintendent to the State Contest.

C. The name of contestants must be registered with the Music Memory Contest Chairman immediately following the final or county contest.

Conducting the Contest

1. At individual school and county contests either a part or the whole of the composition to be identified may be played on piano or phonograph. Two or three numbers may be sung without articulating the words in English.
   - (a) Twenty compositions will constitute the number for any contest.
   - (b) Four questions based on course of study, "Listening Lessons in Music," must be a part of the contest and the correctness of the answers will count four points (1 point for each question).
   - (c) A list of questions will be distributed by March 1st. The four questions for the local contests may be selected from this list.

2. See last page for specimen score card.

3. The spelling and punctuation of the contest numbers must follow the printed list of composition furnished each school.

---

*Based on the course offered in music appreciation in addition to the recognition and appreciation of the compositions listed for this year.

4. The papers must be marked and judged on the basis of ten points for each selection, it being understood that all answers must be spelled correctly.

Name of composition	2 points
Source	1 point
Name of composer	2 points
Nationality	1 point
Course of study questions	4 points
Total	10 points

NOTE. Where there is no source to be given, the correct name of the composition counts three points.

5. A committee of judges (preferably teachers familiar with the compositions studied) should count scores as soon as contest is over. A program of the compositions studied or a short talk on music should be given for the audience while the scores are being counted. At the close of the program, the winners must be announced.

Contests for Rural High Schools

In addition to the state-wide Music Memory Contest for the Rural Elementary Schools it is thought advisable to offer to the students in the Rural High Schools of the State the opportunity to develop music appreciation as afforded by the Music Memory Contest.

The same list of compositions, rules, regulations, and suggestions for conducting the contest used for the elementary grades will be followed in conducting the contest for Rural High School students.

It is thought best to have two separate contests as it will not be fair for High School students to contest with Elementary grade pupils. Contests may be held at the same time but grading of scores of Elementary School papers and High School papers must be done separately.

The High School Contests are in charge of Mrs. E. E. Randolph, Raleigh, N. C., and all correspondence concerning it should be sent to her.

The Rural High School contest and the Elementary contest will be held in Raleigh at the same time. A silver loving cup is offered for the school winning in the Rural School Elementary contest, and another for the school winning in the Rural High School contest.

SAMPLE SCORE CARD FOR CONTEST

Music Memory Contest for Rural Schools, 1926-27

Name______________________School___________________Address______________

Number__________

(Detach here)

Number__________

No.	Composition	Source	Composer	Nationality	Score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Contest Questions

1

2

3

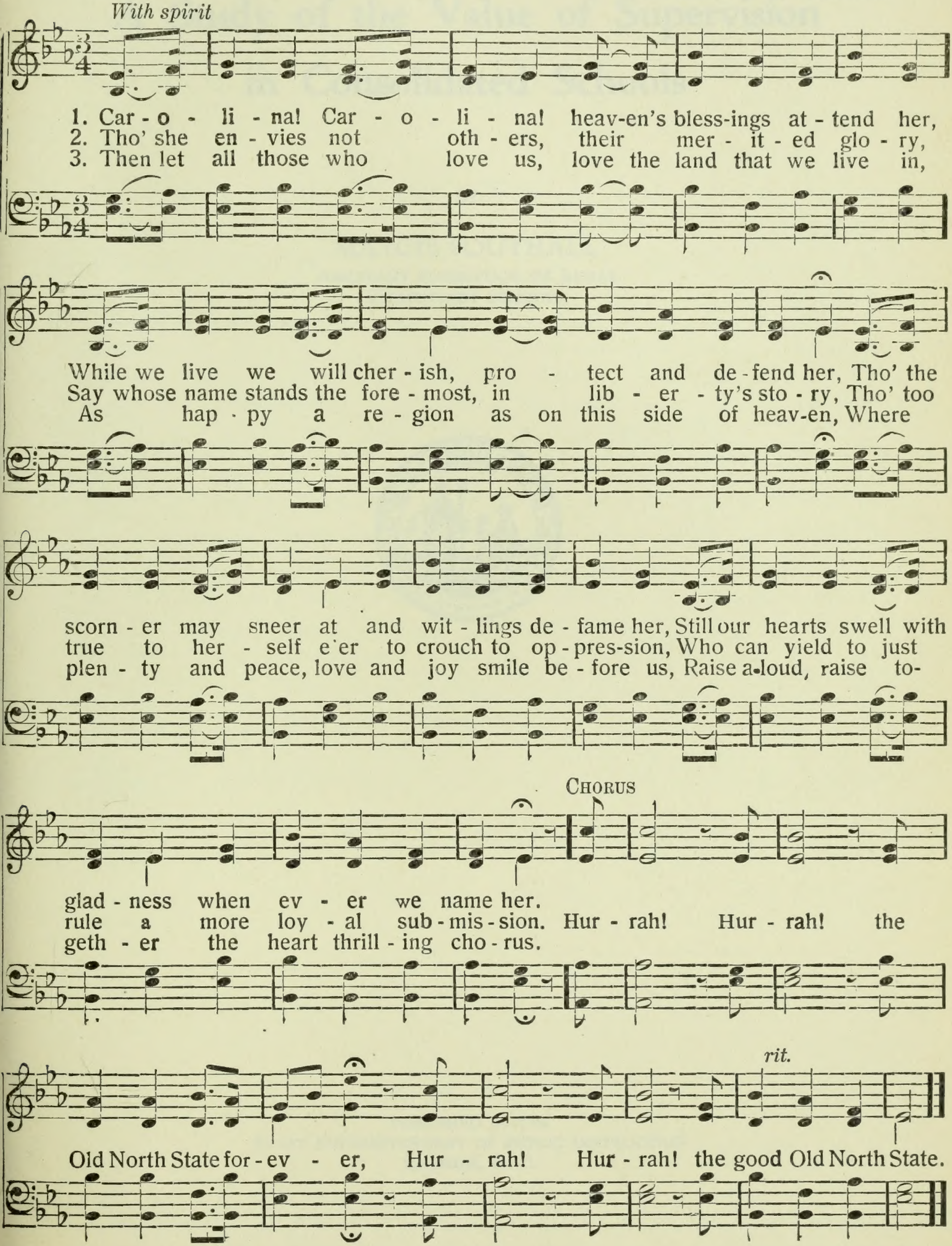
4

THE OLD NORTH STATE

(*Traditional air as sung in 1926*)

William Gaston

Collected and arranged
by Mrs. E. E. Randolph


With spirit
1. Car-o-li-na! Car-o-li-na! heav-en's bless-ings at-tend her,
2. Tho' she en-vies not oth-ers, their mer-it-ed glo-ry,
3. Then let all those who love us, love the land that we live in,
While we live we will cher-ish, pro-tect and de-fend her, Tho' the
Say whose name stands the fore-most, in lib-er-ty's sto-ry, Tho' too
As hap-py a re-gion as on this side of heav-en, Where
scorn-er may sneer at and wit-lings de-fame her, Still our hearts swell with
true to her-self e'er to crouch to op-pres-sion, Who can yield to just
plen-ty and peace, love and joy smile be-fore us, Raise a-loud, raise to-
glad-ness when ev-er we name her.
rule a more loy-al sub-mis-sion. Hur-rah! Hur-rah! the
geth-er the heart thrill-ing cho-rus.
Chorus
Old North State for-ev-er, Hur-rah! Hur-rah! the good Old North State.
rit.

EDUCATIONAL PUBLICATION NO. 106 DIVISION OF SUPERVISION NO. 25

A Study of the Value of Supervision in Consolidated Schools

BY

MAYCIE SOUTHALL
ASSISTANT SUPERVISOR OF RURAL
ELEMENTARY SCHOOLS

MAY 20, 1775

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CONTENTS

Page

LETTER OF TRANSMITTAL 5

PREFACE 6

ABSTRACT 7

TABLES 8

DIAGRAMS 9

CHAPTER I. Introduction 11

CHAPTER II. Factors for Which Control was Attempted 13

CHAPTER III. Effect of Supervision upon Factors Measured 21

  1. Improvement in Reading 22
  2. Improvement in Spelling 24
  3. Improvement in Four Fundamentals 26
  4. Improvement in Problem Solving 28

CHAPTER IV. Summary of Results and Conclusions 31

  1. Comparison of Progress by Subjects 31
  2. Comparison of Progress by Grades 32
  3. Summary of Results 34
  4. Conclusion 34

APPENDIX Statistical Data 35

LETTER OF TRANSMITTAL

October 1, 1926.

STATE SUPERINTENDENT A. T. ALLEN,
Raleigh, N. C.

DEAR MR. ALLEN: Is more efficient and intensive supervision of our rural schools a present urgent need? Does expert supervision enable pupils to do more and better work? Is it really needed in our long-term consolidated rural schools? Is it worth the cost?

The foregoing are some of the questions now being asked more frequently than before by progressive county superintendents, county boards of education, county boards of commissioners, as well as by the individual taxpayer. And it is self evident that these vital questions demand an intelligent answer, one not the expression of horseback opinion, but one that is based upon indisputable facts acquired at first hand.

Several successful attempts have been made to answer these questions. Just a few years ago, in Brown County, South Dakota, M. S. Pittman effectively demonstrated the value of intensive rural school supervision in the one and two-teacher types of school. In 1923-25, under the direction of State Superintendent Burris, the effectiveness of intensive supervision in promoting the learning of the pupils was clearly demonstrated using all types of schools in LaGrange and Johnson counties of the State of Indiana. Recently a similar experiment has been worked out in the rural schools of Oakland and Macomb counties, Michigan, under the direction of Dr. Ernest Burnham. Here again it was clearly demonstrated that intensive and expert supervision of rural schools pays.

But notwithstanding the fact that the value of expert supervision of rural schools in promoting the learning of the pupils, in small schools had been demonstrated beyond the shadow of a reasonable doubt in other states, yet it seemed advisable to make a thorough-going, first-hand study of this subject here in North Carolina by using larger schools.

Therefore, in 1924-25, Miss Maycie Southall, Assistant State Supervisor of Rural Schools, undertook to ascertain the value of expert supervision of instruction in our larger type of consolidated rural schools, with an eight-months school term, using for her demonstration Craven and Jones counties. And so thoroughly did Miss Southall work out this experiment that the George Peabody College for Teachers gladly accepted this piece of work for her Master's Thesis.

Believing that this bulletin will prove of definite value to county superintendents, rural school supervisors, rural school principals, county boards of education and to Departments of Education in our various institutions of learning, I feel justified in asking that you have it printed in bulletin form for distribution.

Yours truly,

L. C. Brogden

State Supervisor of Rural Schools.

PREFACE

This study is reported with the hope that the findings may prove of service in promoting more adequate and effective supervision of instruction, especially in the rural schools of North Carolina. It was made upon the assumption that supervision is valuable to the extent that it aids pupils to do better school work than they would otherwise do. Only such phases of pupil progress as could be measured objectively are reported herein.

Grateful acknowledgment is made to the county superintendents, the principals and the teachers of both the supervised and the control groups of schools whose hearty coöperation made the investigation possible. Special recognition is made of the services of Miss Margaret Hayes, the supervisor of the supervised group of schools, and the corps of teachers who worked so zealously with her; also, Mr. Carl S. Adams, Professor of Education, East Carolina Teachers College, and the group of students who scored the test results. A review of the statistical treatment of the results and helpful suggestions were given by Dr. Norman Frost, Professor of Rural Education, George Peabody College for Teachers.

To all who contributed in any way to this investigation the members of the Division of Supervision express their sincere appreciation.

MAYCIE SOUTHALL,
Assistant Supervisor of Rural Elementary Schools.

October 1, 1926.

ABSTRACT

The Problem. Is there a need for, if so what is the value of supervision in the rural consolidated schools of North Carolina?

Since it was necessary to limit the scope of the investigation, it was restricted to a study of supervision in the consolidated schools for two reasons: first, because of the present state-wide consolidation program and second, because the need for supervision in schools of this type is not so generally recognized as it is for those of the one, two and three-teacher type.

The Method Used. The equivalent group method was considered best suited to an investigation of this kind. One group of the schools selected for this study was located in a county with initial supervision while the other was in a county having no special supervisory officer.

In summing up the equivalence of the two groups at the beginning of the experiment, Chapter II, it was found that with the exception of supervision, there were very slight differences in any of the important factors, and that such differences as there were tended to counteract each other in their partiality, with a slight favoritism to the control group.

The Results and Conclusions. The extent and particulars in which supervision gave positive results are enumerated in Chapter IV. Briefly stated, the initial tests revealed that the previous achievement of both groups of pupils was below normal in every subject. This would indicate a need for supervision of instruction or some agency for increasing teaching efficiency.

During the five months studied, the children in the group of supervised schools made more than normal progress in every subject measured, with an average progress of 2.26 times as great as that of the control group. On a basis of the time spent in these schools, one supervisor could supervise thirty-six teachers. On a basis of the results obtained, and the current cost of instruction, the services of a supervisor who could produce such improvement in the total results of thirty-six classrooms would be valued at $12,474.

From the findings of this limited investigation, it seems fair to conclude that there is a need for supervision in the consolidated schools, and that even if the tool subjects alone were affected thereby, such supervisory services would be worth their cost.

TABLES

Page

Table I. A Comparison of the Educational Status of the Two Groups as Shown by the Fall Test Scores 14

Table II. A Comparison of the Mental Status of the Two Groups as Shown by the National Intelligence Test, Scale A 18

Table III. Reading, A Comparison of the Progress of the Two Groups Over a Five Months' Period 22

Table IV. Spelling, A Comparison of the Progress of the Two Groups Over a Five Months' Period 24

Table V. Four Fundamentals, A Comparison of the Progress of the Two Groups over a Five Months' Period 27

Table VI. Reasoning, A Comparison of the Progress of the Two Groups over a Five Months' Period 29

Table VII. Comparison of the Progress of the Two Groups by Subjects, Based upon the Combined Scores in Grades IV-VII 31

Table VIII. A Comparison of the Progress of the Two Groups by Grades Based upon the Combined Scores in Reading, Spelling, Computation and Reasoning 32

DIAGRAMS

Page

DIAGRAM 1. Comparing the Achievement of the Two Groups in Reading and Spelling with the Standard Norms at the Beginning of the Experiment 16

DIAGRAM 2. Comparing the Achievement of the Two Groups in Arithmetic with the Standard Norms at the Beginning of the Experiment 17

DIAGRAM 3. Comparing the Native Ability of the Two Groups at the Beginning of the Experiment 19

DIAGRAM 4. Illustrating the Improvement in Reading over a Five Months' Period, as Shown by the Thorndike McCall Reading Scale 23

DIAGRAM 5. Illustrating the Improvement in Spelling over a Five Months' Period as Shown by the Morrison McCall Spelling Scale 25

DIAGRAM 6. Illustrating the Improvement in the Fundamentals of Arithmetic over a Five Months' Period as Shown by the Woody Arithmetic Scale, Series B 28

DIAGRAM 7. Illustrating the Improvement in Reasoning in Arithmetic over a Five Months' Period as Shown by the Buckingham Reasoning Scale 30

DIAGRAM 8. Comparison of the Improvement of the Two Groups over a Period of Five Months, Expressed in the Decimal Part of a Normal Year's Progress 32

DIAGRAM 9. Illustrating the Per cent of Normal Progress Made by Each Grade, Based upon the combined Reading, Spelling and Arithmetic Scores 33

A STUDY OF THE VALUE OF SUPERVISION IN CONSOLIDATED SCHOOLS

CHAPTER I

INTRODUCTION

Purpose of the Investigation

The purpose of this study was to determine objectively the effect of county supervision upon certain factors of school efficiency. The data thus obtained is used to measure the practicality of supervision and furnish a basis for determining the advisability of joint county and state support of rural supervision in North Carolina.

A brief explanation is made to show why the study was undertaken. Section 51, of the last codification[1] of the public school law of North Carolina, permits a County Board of Education to employ a supervisor or supervisors to aid the county superintendent in supervising instruction: provided, the salary of the same is stipulated in the budget and approved by the County Commissioners. A part of the salary of the supervisor may be paid out of the State Public School Fund: provided, the duties of the same are approved by the State Superintendent of Public Instruction. In practice, the State has usually paid one-half of the rural supervisor's salary, exclusive of traveling expenses. Even with this much help from the State the counties have been slow in appropriating their part. At present, twenty-six, or approximately one-fourth of the counties, have a rural supervisor. In several instances the County Board of Education has placed their proportional part of the supervisor's salary in the May budget, but the appropriation failed to be approved by the County Commissioners. This is not surprising when we consider that the County Commissioners are usually business men wholly out of touch with the work of the schools. In a few of the mountain and coast counties they have hardly become accustomed to the need for a whole-time superintendent. Therefore, it is quite natural that they should question the advisability of this extra expenditure for the supervision of instruction unless the county superintendent and his Board can give very convincing evidence that supervision is essential to effective teaching results.

M. S. Pittman[2] showed in his experiment in the one and two-teacher schools of Brown County, South Dakota, that the "Zone Plan" of supervision was a very postive factor in the improvement of instruction in small isolated schools. The State Department of Education in Indiana[3] with the financial aid of the General Education Board, has demonstrated the value of county-wide supervision in LaGrange and Johnston counties, using two special supervisory officers in each county, over a two-year period. Although the results of both these investigations were highly favorable for supervision, the Director of Rural Supervision in North Carolina thought that local evidence, if such could be secured, would help very materially in convincing the authorities whose financial support it is necessary to secure in order to introduce rural supervision in the other seventy-four counties. Therefore, this study was undertaken to obtain an objective valuation of rural school supervision as it is administered in North Carolina, and to find whether or not it is worth its cost.

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[1] The Public School Law of North Carolina, Codification of 1923, State Department of Public Instruction, Raleigh, N. C., p. 17.

[2] Pittman, M. S.—The Value of School Supervision, Demonstration with the Zone Plan in Rural Schools, Baltimore, Warwick & York, 1921, pp. 94-108.

[3] "Preliminary Report on Supervision in County Demonstration" Indianapolis, Indiana. Department of Public Instruction, Bulletin No. 74, 1924, p. 37.

Since the consolidated school is fast becoming the permanent type of rural school in North Carolina and since one teacher per grade is the minimum for a standard elementary school,[4] and since there is already very convincing evidence of the value of supervision in the small ungraded schools,[5] it was considered best to restrict the study to the following problem: Is there a need for, and if so what is the value of supervision in the rural consolidated and small town schools?

Method of Study Used

The equivalent group method was selected for conducting the experiment. Therefore it was necessary to find two groups of consolidated schools practically equivalent in all particulars except supervision. There were numerous counties from which a group of unsupervised schools might be selected, but only one, Craven County, in which the effect of an initial supervisory program could be investigated. The Craven County superintendent, Mr. R. S. Proctor, expressed a willingness to coöperate in the experiment; and the supervisor, Miss Margaret Hayes, agreed to follow the supervisory program worked out by the Division of Supervision and have the effect of her first year's work measured. The Dover, Vanceboro, and Ernul Schools of this county were selected as the Supervised Group. The next step was to find another group of schools very much like the supervised group, so that there would be no advantages to either except in the one factor, supervision. Such a group was found in the Trenton, Pollocksville, and Maysville Schools of Jones County. With the permission of the county superintendent and the principals of these schools, they were made the Control Group.

Upon the assumption that reading, arithmetic, and spelling have a social value; and upon the further assumption that the elementary school should give its pupils a mastery of the tool subjects, standard achievement tests were given in these subjects. The educational results, as shown by such tests, are used as reliable data from which to draw conclusions as to the value of supervision. The progress of the two groups of children was measured over the same five months' period in the following functions:

1. Ability to comprehend what is read in a long time difficulty test. (Thorndike-McCall Reading Scale, Forms I and III.)
2. Ability to spell commonly used words. (Morrison-McCall Spelling Scale, Lists I and VIII.)
3. Ability to add, subtract, multiply and divide integers, common and decimal fractions, and denominate numbers. (Woody Arithmetic Scale, Series B, Forms I and II.)
4. Ability to reason out solutions of one, two, three and four-step problems. (Buckingham Reasoning Scale, Forms I and II.)

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[4] Publications of the State Department of Public Instruction, Raleigh, N. C. "Consolidation of Schools," State School Facts, Vol. 1, No. 21, January, 1925; "Public School Law," Codification 1923, Article 6, Sec. 73, pp. 23-28; "Elementary School Standards in North Carolina," 1924.

[5] Idem., Pittman, M. S., p. 107.

CHAPTER II

FACTORS FOR WHICH CONTROL WAS ATTEMPTED

Since the equivalent-group method was to be used in making this study, it was necessary that every precaution be taken to foresee the constant irrelevant factors and to eliminate or equate the most significant ones. This was done by selecting two groups of schools that were equivalent or practically so.

In order to determine the equivalence of the schools which formed the groups, comparisons were made in the following particulars:

1. Type of schools.
2. Length of school term.
3. Teaching skill—training, experience, and tenure of the teachers.
4. Teaching load—enrollment and number of grades.
5. Educational status of the children.
6. Mental status.
7. Other factors: Nationality of children, supervision by county superintendent, administering the tests, and scoring the results.

Types of Schools. In the original plan, the supervised group contained three schools with four, seven, and eight elementary teachers respectively, while the control group had three schools with four, seven and nine elementary teachers. Near mid-term, an extra teacher was placed in the four-teacher school of the supervised group. Since this addition gave the supervised group a decided advantage, the four-teacher schools were dropped from the study. They were not retested nor considered in any part of this report. This left the experimental grades, four to seven, with one, and only one teacher per grade in each of the schools of both groups. Therefore, in this particular there was no advantage to either group.

The school buildings of both groups were of brick, and were modernly constructed. With the exception of two rooms in the supervised group and one in the control group, they were equipped with single patented desks. The instructional equipment was very much alike both in kind and amount.

Length of School Term. Since all of the schools had an eight months' school term, there was no advantage to either group.

The schools of the control group opened later in the fall, but this was taken care of in planning the testing program. It was so planned that the first series of tests were given during the last week of the second month and the second series during the last week of the seventh month. Thus, the same five months' period was measured in each school of both groups.

Teaching Skill. The relative ability or teaching skill of the two groups was equated on the basis of training and experience. These were taken as a fair measure because the certification of teachers in North Carolina is based upon training, and the minimum salary is based upon the certificate held, with allowance for each year's experience through four years. Tenure was also taken into account in measuring teaching ability. According to the certificates held, the training of the supervised group averaged four years of high school and 1.12 years of collegiate training; while the control group averaged 1.25 years of collegiate training above high school. A slight advantage of .13 of a collegiate year was in favor of the control group.

The control group also had the advantage in teaching experience. The average experience of the supervised group was 3.4 years, including one inexperienced teacher; while the average experience of the control group was over four years and did not include any inexperienced teachers.

In tenure, the control group again had the advantage. Of this group, 87.5 per cent had taught in the same school the previous year while only 62.5 per cent of the supervised group were teaching in the same school for the second year.

Thus we see that in all three, training, experience, and tenure of its teachers, the control group had a slight advantage.

Teaching Load. The grades selected for study had one and only one teacher per grade in each school. The average enrollment per teacher was 30.1 in the supervised group, while that of the control group was 33.9. This gave the teachers of the supervised group an advantage of 3.8 less pupils in average enrollment.

Of the average number enrolled, an average of 1.79 pupils in the control group, and 1.46 pupils in the supervised group were children of borderline intelligence. Although these children were excluded before measuring the progress of the grades, still it gave the teachers of the supervised group a slight advantage in the daily instruction. Thus we see, that in teaching load, whatever advantages there were favored the supervised group.

Educational Status of Groups. The fall test scores were used as a comparative measure of the ability of the two groups to make progress as based upon former scholastic attainment. Since the acquired ability or educational status of children is one of the two most important factors in determining their ability to make progress, it was most fortunate to find the two groups practically equivalent in all subjects and grades tested.

In order to make a direct comparison of the achievement in the different subjects, the various test scores were translated into a common unit of measure. The grade score was selected for this purpose because the school grade is probably the most widely recognized term for expressing pupil progress. A brief explanation of the method used to convert test scores into grade scores follows. The grade scores were obtained by writing the author's norms at the approximate place on the McCall Multi Mental Scale and then interpolating and extending the tables graphically. A copy of the table thus computed and used in this experiment to change T scores or crude scores into grade scores, is listed as Table IX in the Appendix. It will be noticed that, for each test in the various subjects, standards were determined for each grade and tenth of a grade. By referring the actual test score to this scale of grade standards, the grade score is found at the grade and tenth of a grade for which this score is the average achievement of pupils.

TABLE I

A COMPARISON OF THE EDUCATIONAL STATUS OF THE TWO GROUPS AS SHOWN BY THE FALL TEST SCORES

THORNDIKE MCCALL READING SCALE

	IV	V	VI	VII	IV-VII Mean
T Scores:					
Supervised Group	33.6	40.6	43.0	49.2	
Control Group	35.0	40.5	45.2	48.0	
*Grade Scores:					
Supervised Group	3.5	4.6	5.1	6.1	
Control Group	3.7	4.6	5.4	6.0	
*Difference in Grade Units	.2c	.0	.3c	.1	.1c

MORRISON MCCALL SPELLING SCALE

Crude Scores:					
Supervised Group	17.4	21.3	28.0	31.0	
Control Group	19.9	21.9	28.9	35.6	
Grade Scores:					
Supervised Group	3.4	4.1	5.2	5.8	
Control Group	3.9	4.2	5.4	6.8	
Difference in Grade Units	.5c	.1c	.2c	1.0c	.5c

THE WOODY ARITHMETIC SCALE, SERIES B

Crude Scores:					
Supervised Group	24.7	35.5	42.2	48.2	
Control Group	28.8	34.1	43.4	46.0	
Grade Scores:					
Supervised Group	3.4	4.2	5.1	5.9	
Control Group	3.6	4.1	5.3	5.7	
Difference in Grade Units	.2c	.1s	.2c	.2s	.0

THE BUCKINGHAM REASONING SCALE

Crude Scores:					
Supervised Group	36.2	49.2	53.6	70.6	
Control Group	36.3	49.0	53.2	67.8	
Grade Scores:					
Supervised Group	3.3	4.6	5.1	6.8	
Control Group	3.3	4.6	5.0	6.5	
Difference in Grade Units	.0	.0	.1s	.3s	.1s
Mean Grade Score:					
Supervised Group	3.4	4.4	5.1	6.2	
Control Group	3.6	4.4	5.3	6.3	
Difference in Grade Units	.2c	.0	.2c	.1c	.1c

NOTE. *A grade score of 3.5 should be interpreted to mean the fifth month of the third grade. The letter *c* is used when the difference favors the control group and the letter *s* when it favors the supervised group.

Table I gives both the crude and grade scores made in the initial test. The difference in the status of the two groups at the beginning of the experiment, is expressed in grade units or the decimal part of a school grade. By reading the mean differences, we see that the control group had .1 of a grade better preparation in reading, and .5 of a grade better preparation in spelling. In the four fundamentals, the difference was zero, while in reasoning in arithmetic the supervised group showed .1 of a grade better preparation.

When the preparation of two groups is considered by grades, the control group had an advantage of from .1 to .2 of a grade in all except the fifth grade where the difference was zero. When all subjects and grades were combined, there was an average difference of .1 of a grade in favor of the control group. In other words, in so far as attainment in reading, spelling and arithmetic was measured, the children of the control group had a greater mastery of these tool subjects and thereby a slight advantage in their preparation for these and related subjects.

As both groups of children had already been in school two months when the fall tests were given, the grade norm for the fourth grade would be approximately 4.2, the norm for fifth grade 5.2, etc. Diagrams 1 and 2 show that neither group of children had made normal achievement in any subject or grade. By comparing the mean grade scores at the bottom of Table I with the norms for the respective grades, we find that the fourth and fifth grades of the supervised group were .8 of a grade below standard, the sixth 1.1 and the seventh grade 1.0 grades below standard; in the control group, the fourth grade was .6, the fifth grade .8, and the sixth and seventh grades each .9 of a grade below standard in achievement. When all grades were considered together, the supervised group was found to be on an average of .9 of a grade below standard, and the control group .8. This would indicate that for the last few years at least, neither group had made normal progress, and that they were both nearly a school year below standard in the subjects tested.

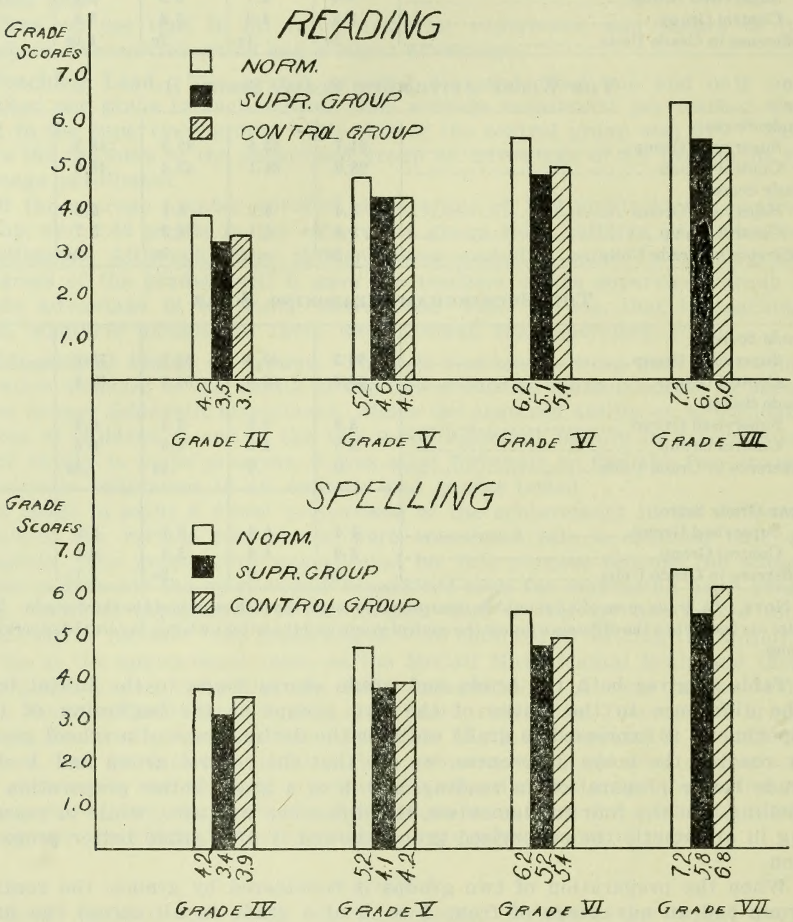

DIAGRAM I. COMPARISON OF THE ACHIEVEMENT OF THE TWO GROUPS IN READING AND SPELLING AT THE BEGINNING OF THE EXPERIMENT WITH THE STANDARD NORMS.

The above facts lead us to conclude that in so far as acquired ability was concerned, the two groups were practically equivalent. If either had an advantage in previous attainment or preparation for the work of the respective grade, it was the control group.

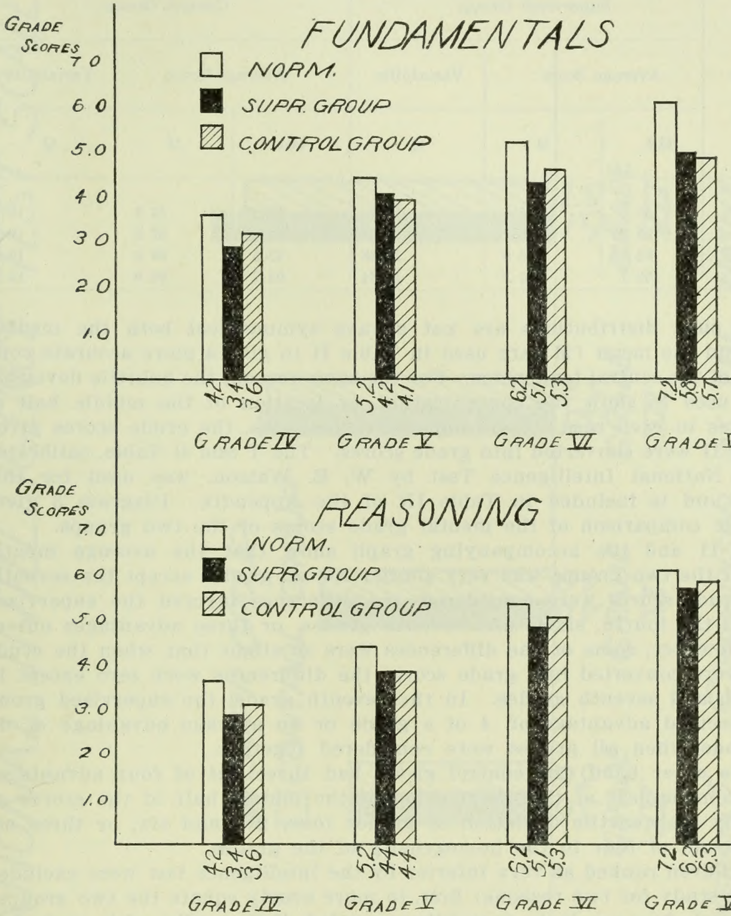

DIAGRAM 2. COMPARISON OF THE ACHIEVEMENT OF THE TWO GROUPS IN ARITHMETIC AT THE BEGINNING OF THE EXPERIMENT WITH THE STANDARD NORMS

Mental Status of Groups. The potential or native ability of children is such an important factor in determining their future progress that it was considered best to compare the intellectual caliber of the two groups by means of an intelligence test. The National Intelligence Test, Scale A, Form I, was used for this purpose. As intelligence was a factor which could not be taken care of at the time of selecting the groups for study, except as estimated from their social status, it was gratifying to find that the differences though not negligible, were still not very great.

TABLE II

A COMPARISON OF THE MENTAL STATUS OF THE TWO GROUPS AS SHOWN BY THE NATIONAL INTELLIGENCE TEST, SCALE A

Grades	Supervised Group			Control Group		
	Average Score		Variability	Average Score		Variability
	Md	M	Q	Md	M	Q
IV	55.5	55.8	12.5	52.9	53.8	10.5
V	52.25	52.1	12.35	63.1	62.2	14.75
VI	86.75	86.9	15.38	82.5	85.0	10.0
VII	102.1	103.2	11.34	92.7	96.9	13.5

Since such distributions are not always symmetrical both the median (Md.) and the mean (M) are used in Table II to give a more accurate comparison of the central tendencies. For the same reason, the quartile deviation (Q) is used to show the concentration, or location of the middle half of the scores in each case. For comparative purposes, the crude scores given in Table II were converted into grade scores. The T and G Table, calibrated for the National Intelligence Test by W. E. Watson, was used for this purpose and is included in Table IX of the Appendix. Diagram 3 gives a graphic comparison of the mental grade scores of the two groups.

Table II and the accompanying graph show that the average mental status of the two groups was very similar for all grades except the seventh. When crude scores were considered, the difference favored the supervised group in the fourth, sixth, and seventh grades, or three advantages out of four. However, some of the differences were so slight that when the crude scores were converted into grade scores the differences were zero except in the sixth and seventh grades. In the seventh grade, the supervised group had a decided advantage of .4 of a grade or an average advantage of .12 of a grade when all grades were considered together.

On the other hand, the control group had three out of four advantages in the compactness of the distribution of the middle half of the scores as shown by the quartile deviation of grades four, five and six, or three advantages out of four in the homogeneity of the grades.

All children ranked as very inferior by the intelligence test were excluded from the study for two reasons: first, to more nearly equate the two groups; and second, because it is generally conceded that pupils with such low native ability cannot be expected to make a normal year's progress within one school year. This eliminated 14.3 per cent of the control group, and 11.7 per cent of the supervised group. Since there was a larger percentage of the very inferior children in the control group, this elimination would tend to increase the average scores and to make the mental ability of those children whose progress was measured, sufficiently equivalent for the purpose here considered.

Other Factors. There were no foreign-born children in either group. The parents of two children in the supervised group, and of one in the control group were not native Americans, but in each case, English was spoken in the homes.

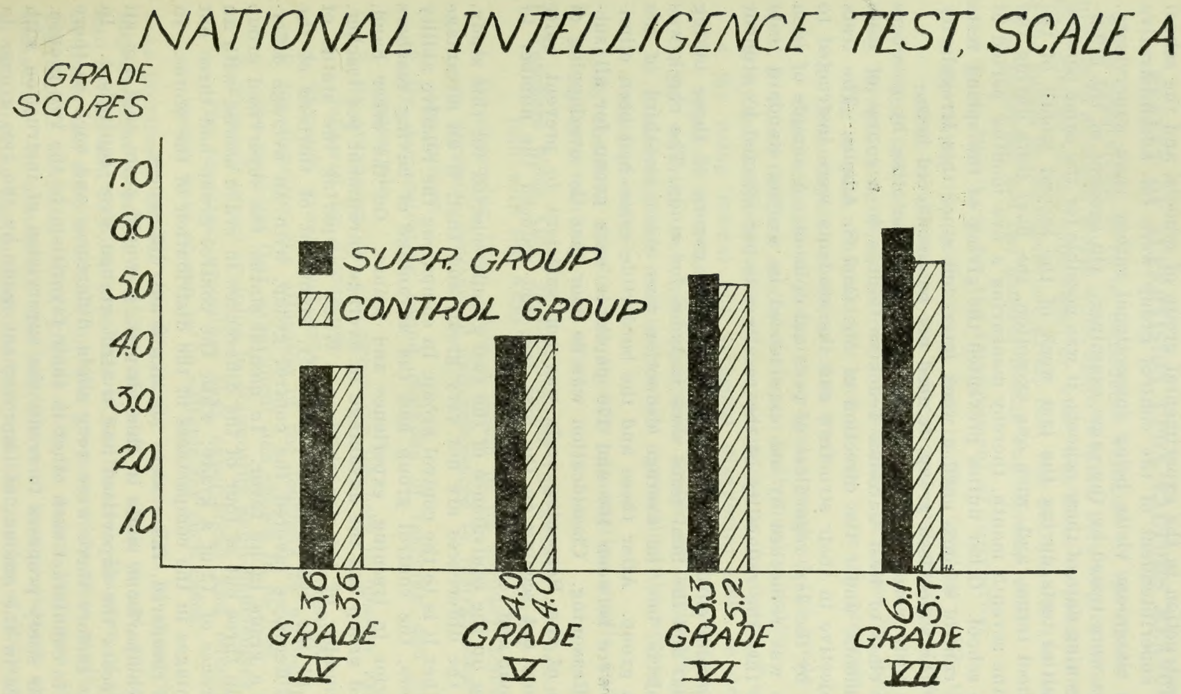
NATIONAL INTELLIGENCE TEST, SCALE A

DIAGRAM 3. COMPARISON OF THE NATIVE ABILITY OF THE TWO GROUPS AT THE BEGINNING OF THE EXPERIMENT.

The work of the two county superintendents was such that it need not be considered as a direct factor in promoting pupil progress. The superintendent of the county having a supervisor did not spend any of his time supervising instruction in the experimental group of schools, and the school visits of the superintendent of the control group were for administrative purposes, his classroom visits being inspectional rather than supervisory.

Both groups were tested by the same examiner. On account of the difference in the opening date of these schools, it was possible for the same persons to give all initial tests during the last week of the second month of the respective school terms, and, with one exception, the final tests during the last week of the seventh month, thereby measuring a five months' period of work in each school. Other duties prevented the giving of the spring tests in one of the control schools until a week later, but since this irregularity did not favor the supervised group, it need not be considered here.

Part of the tests were scored by the examiner, and the other by members of the senior class of East Carolina Teachers College in a course of tests and measurements, under the direction of Mr. Carl S. Adams. The tests used were objective in their structure and the students were instructed to score strictly by the key, regardless of personal opinion. A sample of each set of papers was rechecked by one experienced in scoring standard tests to make sure that the reliability of the results was not affected by student scorers.

While all pupils enrolled were tested, only the papers of those taking both the initial and the final tests were included for study. The check was made by subjects, but the average deduction was about one-third of the cases in each group. After these and the borderline cases had been eliminated, there were between 160 and 170 pupils in each group for all subjects except Reasoning. Classification was so poor that the overlapping of the divisions of the Reasoning scale was not sufficient to prevent quite a number from not scoring on the first test and reduced the number to 147 in one group and 148 in the other.

In summing up the equivalence of the two groups selected for this study, we find that the differences are not very great, and that, if an advantage accrues to either it is to the control group. In comparing the relative ability of the teachers, the control group had the advantage of having teachers slightly superior in training, experience and tenure. On the other hand, the supervised group had the advantage in average enrollment per teacher, and in the number of inferior children. When comparing the status of the children at the beginning of the study, eight out of thirteen of the educational differences favored the control group, with an average difference of .1 of a grade in its favor. In mental status, the supervised group was favored in three out of four of the differences in crude scores, with an average difference of .12 of a grade; while the control group had three out of four advantages in the compactness of the distribution of the scores. In other factors compared, there were no significant differences.

From the comparisons made in this chapter, it would seem that for all practical purposes the supervised and control groups were equivalent. In the important factors there were very slight differences and such as there were, tended to counteract each other in their favoritism to the two groups. Therefore, this study proposes to credit the supervision of instruction with the differences in the amount of improvement made by the two groups in such abilities as were measured.

CHAPTER III

EFFECT OF SUPERVISION UPON FACTORS MEASURED

Since supervision is to be considered valuable to the extent that it aids children to do better school work, space is taken here to give in a general way the activities of the supervisor, or what was done to promote the progress of the pupils in the supervised group that was not done in the control group.

The following are the general means and devices used:

A. A Basis Was Laid for the Improvement of Instruction

  1. By using the preliminary test results together with the teachers' marks to determine the educational and mental status of classes and individuals.
  2. By grouping the children for teaching purposes by subjects according to past achievements and ability to make progress, as follows:
     a. Those capable of doing extra work
     b. Those capable of doing the regular work of the grade
     c. Those needing special drill and individual attention
  3. By selecting subject matter appropriate to the needs of each group.
  4. By using formal and informal diagnostic tests to determine the types of error and causes of defects and shortcomings.
  5. By working out mimeographed copies of suggestive devices for remedying the weaknesses and correcting the errors found to be most prevalent.
  6. By checking results and thereby stimulating pupils and teachers to greater activity and effort.

B. Teachers Were Aided in Connnecting the Details of Classroom Instruction with the Aims and Principles of Education

  1. By observing them teach a lesson in its entirety, following it with a personal conference and references to instructional material on the subject.
  2. By demonstrating sound methods of teaching and proper use of materials.
  3. By arranging for, and preparing teachers to observe expert teaching followed by discussion.
  4. Through group and county-wide study conferences.
  5. By directing the attention of the teachers to up-to-date articles on the methods that experiment has shown to be best.
  6. Through direct training in diagnosing pupil deficiencies and planning the teaching procedure that experienced and educational experiments have shown to be suitable for such cases.

As previously stated, this is a study of the effect of supervision upon the improvement of pupils in ability to read, to spell, to add, subtract, multiply, and divide, and to solve problems in arithmetic. Because of the limitations of funds and time available for the purpose, tests were made in only these traditional subjects, using grades four to seven inclusive in all subjects measured. In measuring the improvement in any subject only the scores of those taking the intelligence test and both series of the achievement test were included. It will be recalled that all pupils whom the intelligence test ranked as very inferior were excluded from the study. The reasons for, and the effect of excluding these were discussed in Chapter II.

Section I—Improvement in Reading

The function of this section is to answer the question: What was the effect of supervision upon the efficiency of the teaching of reading?

The Thorndike McCall Reading Scale, which is a long-time difficulty test, was selected for use. This is an eight-page booklet suitable for grades three through twelve. It measures the pupils' ability to understand paragraphs of increasing difficulty and to word readable answers to questions concerning them. Form 1 of the scale was given to both groups during the last week of the second month of the respective school terms, and Form 3 during the last week of the seventh month. The principles for administering and scoring tests were carefully applied at each testing.

In Table III the average results of the fall and spring testing programs are given both in T scores and in Grade Scores. The improvement of each group is expressed in grade units, or the decimal part of a school grade completed in five months. As a summary of the comparison, the difference in the improvement of the two groups is expressed as the per cent by which the progress of one group exceeds the progress of the other. The data given in Table I showed that in all grades, the typical reading ability of the two groups was very similar in the fall, with a slight total advantage to the control group. This would indicate that the previous reading instruction had been a little superior in the control group. Table III and the accompanying graph shows that, in the five months' period studied, the supervised group made more progress than the control group in every grade. Furthermore, the supervised group made normal progress or above

TABLE III

READING, A COMPARISON OF THE PROGRESS OF THE TWO GROUPS OVER A PERIOD OF FIVE MONTHS.

Groups and Grades	T Scores		Grade Scores		Imp. in GradeUnits
	Fall	Spring	Fall	Spring	
Supervised Group:					
Grade IV	33.59	38.95	3.5	4.3	.8
Grade V	40.58	43.59	4.6	5.2	.6
Grade VI	42.95	46.00	5.1	5.6	.5
Grade VII	49.22	52.14	6.1	6.7	.6
Total Av. Improvement					.63
Control Group:					
Grade IV	35.06	38.77	3.7	4.3	.6
Grade V	40.53	41.23	4.6	4.7	.1
Grade VI	45.20	45.73	5.4	5.6	.2
Grade VII	48.00	48.50	6.0	6.1	.1
Total Av. Improvement					.25

Progress of the supervised group exceeded the progress of the Control group, 152 per cent. (Appendix, Table I.)

in every grade but the sixth, while the control group did not make normal progress in any grade but the fourth. When the total average reading progress for the two groups was compared, Table VII, it was found that

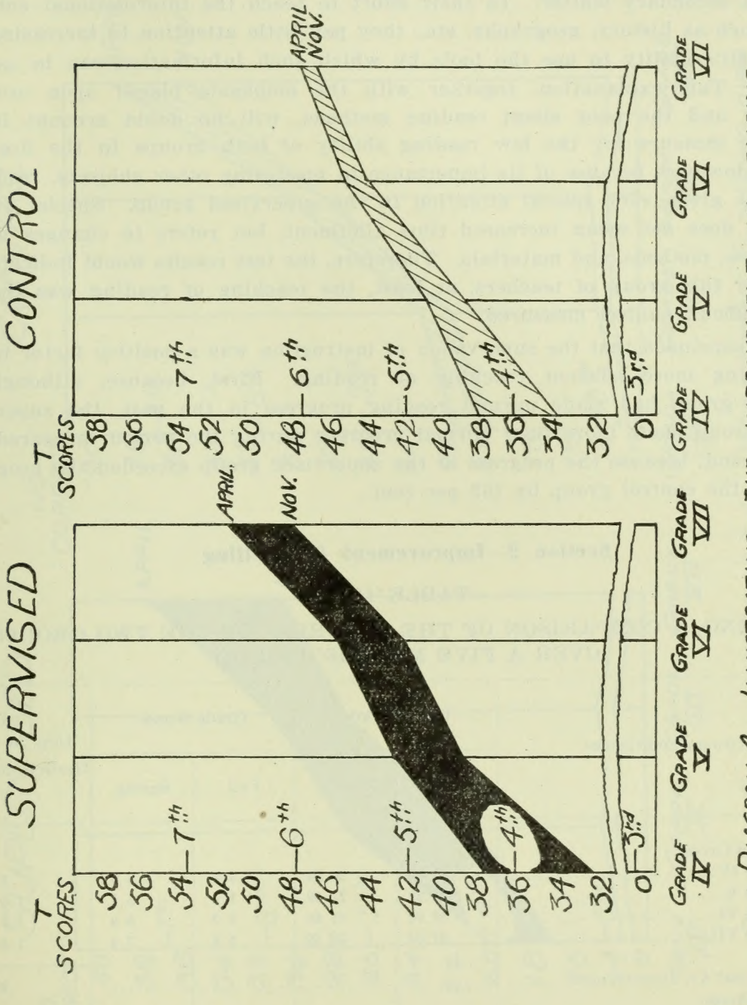

DIAGRAM 4. ILLUSTRATING THE IMPROVEMENT IN READING, OVER A FIVE MONTHS' PERIOD AS SHOWN BY THE THORNDIKE-McCALL READING SCALE

the supervised group had made 2.52 times as much progress as the control group. That is, the average progress of the supervised group measured in terms of the average progress of the control group was 252 per cent. Upon first examination, it would seem that the supervised group had made splendid progress, but, when measured in terms of a normal year's work, it is found that both groups made less proportional progress in reading than in any other subject. (See Table VII, Chapter IV.)

The lack of reading achievement in the upper grades is often accounted for by stating that teachers of these grades have permitted reading to become a secondary matter. In their effort to teach the informational subjects such as history, geography, etc., they pay little attention to increasing the pupil's ability to use the tools by which such information can be acquired. This explanation, together with the emphasis placed upon oral reading and the poor silent reading methods, will no doubt account in a large measure for the low reading ability of both groups in the first test. However, because of its importance in mastering other subjects, reading was given very special attention in the supervised group. Special attention does not mean increased time allotment, but refers to changes in emphasis, methods, and materials. Therefore, the test results would indicate that for this group of teachers, at least, the teaching of reading was the most difficult subject measured.

It is concluded that the supervision of instruction was a positive factor in promoting more efficient teaching of reading. First, because, although neither group had made normal reading progress in the past, the supervised group made more than normal progress during the period measured, and second, because the progress of the supervised group exceeded the progress of the control group by 152 per cent.

Section 2—Improvement in Spelling

TABLE IV

SPELLING, A COMPARISON OF THE PROGRESS OF THE TWO GROUPS OVER A FIVE MONTHS' PERIOD

Groups and Grades	Crude Scores		Grade Scores		Imp. in GradeUnits
	Fall	Spring	Fall	Spring	
Supervised Group:					
Grade IV	17.35	20.04	3.4	3.9	.5
Grade V	21.29	27.49	4.1	5.1	1.0
Grade VI	27.99	41.46	5.2	5.9	.7
Grade VII	31.04	38.39	5.8	7.3	1.5
Total Av. Improvement					.93
Control Group:					
Grade IV	19.88	21.76	3.9	4.2	.3
Grade V	21.92	23.16	4.2	4.3	.1
Grade VI	28.86	30.26	5.4	5.6	.2
Grade VII	35.62	39.23	6.8	7.5	.7
Total Av. Improvement					.33

Progress of the supervised group exceeded the progress of the control group 182 per cent. (Appendix, Table II.)

The function of this section is to answer the question: What was the effect of supervision upon the efficiency of the teaching of spelling?

For this purpose, two lists of words were selected from the Morrison-McCall Spelling Scale, which is a booklet containing eight spelling lists of fifty words each. The lists were so chosen from the Ayres Scale of 1,000 words as to be of uniform difficulty, and composed of words progressively ranging from easy to difficult. The First List of this scale was used for the fall test, and the Eighth List for the spring test. To prevent any com-

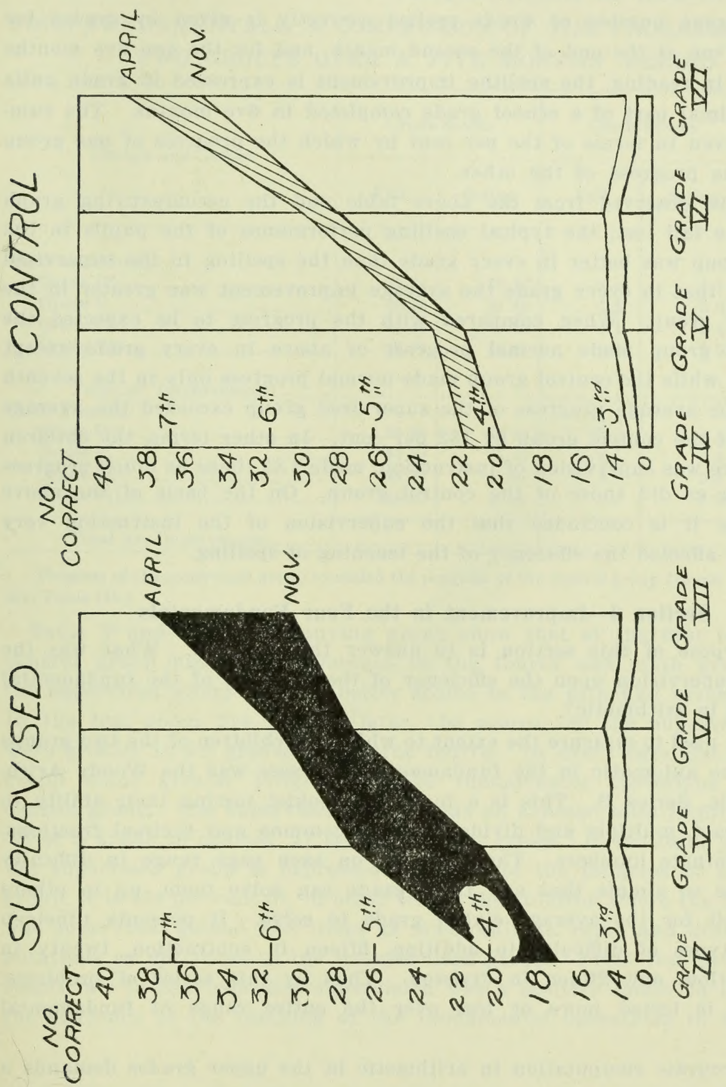

DIAGRAM 5. ILLUSTRATING THE IMPROVEMENT IN SPELLING, OVER A FIVE MONTHS' PERIOD, AS SHOWN BY MORRISON-MCCALL SPELLING SCALE.

munication of words, all grades were tested in spelling between the same intermission periods and in the order of their rank. To prevent any misunderstanding or confusion of words, each was pronounced, used in a sentence, and pronounced the second time. For example, "company, We are expecting company for dinner, company."

The average number of words spelled correctly is given by grades for the test given at the end of the second month, and for the one five months later. As in reading, the spelling improvement is expressed in grade units or the decimal part of a school grade completed in five months. The summary is given in terms of the per cent by which the progress of one group exceeds the progress of the other.

It will be observed from the above table and the accompanying graph that in the fall test, the typical spelling performance of the pupils in the control group was better in every grade than the spelling in the supervised group, but that in every grade the average improvement was greater in the supervised group. When compared with the progress to be expected the supervised group made normal progress or above in every grade except the fourth while the control group made normal progress only in the seventh grade. The average progress of the supervised group exceeded the average progress of the control group by 182 per cent. In other terms, the children where there was supervision of instruction, made 2.82 times as much progress in spelling as did those of the control group. On the basis of the above statements, it is concluded that the supervision of the instruction very materially affected the efficiency of the teaching of spelling.

Section 3—Improvement in the Four Fundamentals

The purpose of this section is to answer the question: What was the effect of supervision upon the efficiency of the teaching of the fundamental operations in arithmetic?

The test used to measure the extent to which the children of the two groups had become automatic in the fundamental processes was the Woody Arithmetic Scale, Series B. This is a four-page booklet testing their ability to add, subtract, multiply and divide integers, common and decimal fractions, and denominate numbers. The problems on each page range in difficulty from those so simple that any third grade can solve them, up to others too difficult for the average eighth grade to solve. It presents nineteen different types of difficulty in addition, fifteen in subtraction, twenty in multiplication, and fifteen in division. Thus by this series of problems, the pupil is tested more or less over the entire range of fundamental processes.

Since accurate computation in arithmetic in the upper grades demands a mastery of all four of the fundamentals, they will be considered together rather than separately in this comparison. Table V gives the average number of problems worked correctly by each grade, out of a possible sixty-nine, in the fall and in the spring. It also gives the grade scores with the improvement expressed in grade units.

TABLE V

FOUR FUNDAMENTALS, A COMPARISON OF THE PROGRESS OF THE TWO GROUPS OVER A FIVE MONTHS' PERIOD

Groups and Grades	Crude Scores		Grade Scores		Imp. in GradeUnits
	Fall	Spring	Fall	Spring	
Supervised Group:					
Grade IV	24.71	33.75	3.4	4.1	.7
Grade V	35.49	41.49	4.2	5.0	.8
Grade VI	42.19	52.54	5.1	6.4	1.3
Grade VII	48.21	55.41	5.9	7.0	1.1
Total Av. Improvement					.98
Control Group:					
Grade IV	28.83	34.39	3.6	4.1	.5
Grade V	34.10	35.18	4.1	4.2	.1
Grade VI	43.36	46.97	5.3	5.8	.5
Grade VII	46.00	49.00	5.7	6.0	.3
Total Av. Improvement					.37

Progress of the supervised group exceeded the progress of the control group 165 per cent. (Appendix, Table III.)

Table V and the accompanying graph show that at the first testing, the control group had better averages in the fourth and sixth grades while the supervised group had the better scores in the fifth and seventh grades. In the test given five months later, the scores for the supervised group were greater in all grades except the fourth. In every case the supervised group made greater progress in the fundamental operations than the control group. The supervised group made an average total improvement of .98 of a grade as against .37 for the control group. If the total progress of the supervised group is expressed in terms of the progress of the control group, it is 265 per cent or, in other terms, the children where the instruction was supervised gained 2.65 times as much skill in rapid and accurate computations as did those in the unsupervised group. From the above data it seems fair to conclude that supervision was a positive factor in influencing the efficiency of the teaching of the fundamental operations in arithmetic.

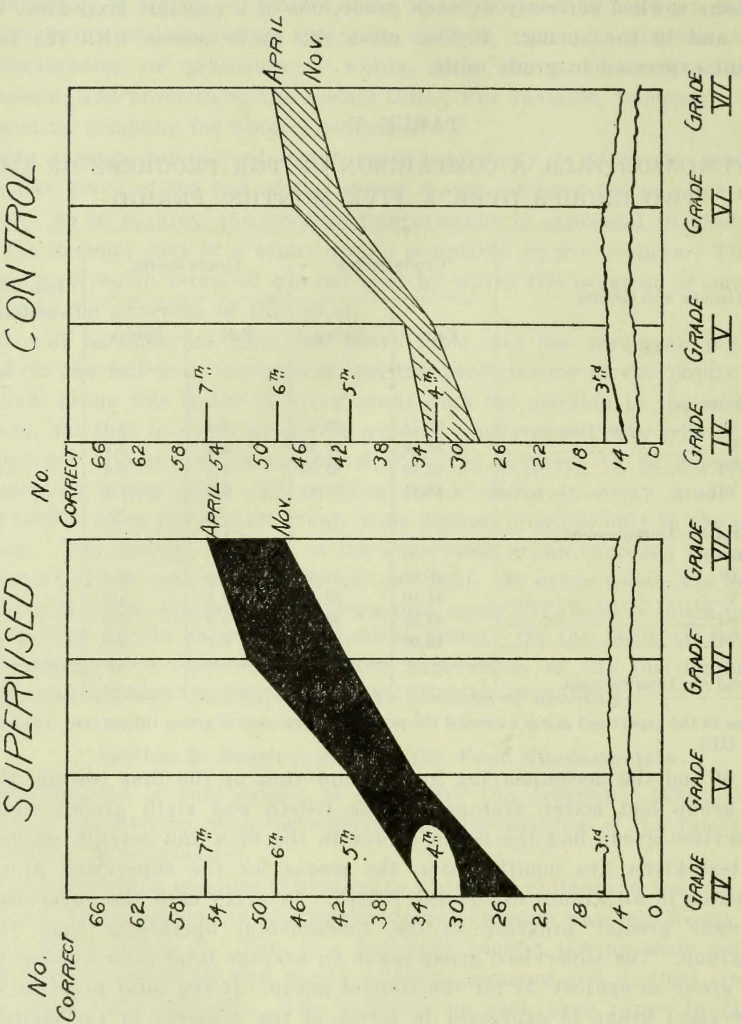

Diagram 6 Illustrating the improvement in the fundamentals of arithmetic, over a five months' period.

Section 4—Improvement in Reasoning or Problem Solving

The purpose of this section is to answer the question, What was the effect of supervision upon the teaching of reasoning, or problem solving in arithmetic?

Helping pupils acquire the ability to reason independently is usually considered an important and rather difficult part of the teaching of arithmetic. In order to show some direct comparison of the improvement in the problem-solving ability of the two groups, the Buckingham Scale for Problems in Arithmetic was given. Although it is broken up into three divisions, they are so arranged that all pupils of grades three through eight may be measured on the same scale. For example, the last page of problems in Division I is the same as the first page in Division II, and the last page in

Division II is the same as the first page in Division III. Although this overlapping allows for considerable range of ability within the grades, the range within the grades tested was greater than the tests allowed, causing several to fail to score on the fall test. These eliminations left the number tested in reasoning smaller than in any other subject.

TABLE VI

REASONING, A COMPARISON OF THE PROGRESS OF THE TWO GROUPS OVER A FIVE MONTHS' PERIOD

Groups and Grades	Crude Scores		Grade Scores		Imp. in GradeUnits
	Fall	Spring	Fall	Spring	
Supervised Group:					
Grade IV	36.24	43.86	3.3	4.2	.9
Grade V	49.22	60.42	4.6	5.7	1.1
Grade VI	53.63	62.11	5.1	5.9	.8
Grade VII	70.63	78.36	6.8	7.6	.8
Total Av. Improvement					.90
Control Group:					
Grade IV	36.26	42.46	3.3	4.0	.7
Grade V	49.00	53.17	4.6	5.0	.4
Grade VI	53.19	61.19	5.0	5.8	.8
Grade VII	67.75	72.42	6.5	6.9	.4
Total Av. Improvement					.58

Progress of the supervised group exceeded progress of the control group 55 per cent. (Appendix Table IV.)

Table VI gives by grades the average fall scores, spring scores and average improvement in terms of grade units for each group. From this table and Diagram 7 it is obvious that the supervised group made more progress than the control group in every grade except the sixth, where the difference was zero. It should not be overlooked, however, that the fourth and sixth grades of the control group made more than normal progress, and that as a whole, the control group made greater progress in problem solving than any other subject measured. Nevertheless, the children of the supervised group made 55 per cent more improvement in problem solving than the control group.

It seems from the facts presented in the summary of results by subjects, Table VII, that the teachers of the supervised group in general achieved better results in teaching the fundamental operations in arithmetic than they did in problem solving. The latter is more difficult to teach, more difficult to find satisfactory drill exercises for, and probably even more dependent upon the native capacity of pupils.

Since in all grades except the seventh there was less than one unit of difference in the fall test, and since in every grade there was greater improvement in the supervised than in the control group, and since the supervised group made an average improvement of one and one-half times as much as the control group, it is concluded that the supervision of instruction did affect the efficiency of the teaching of reasoning or problem solving.

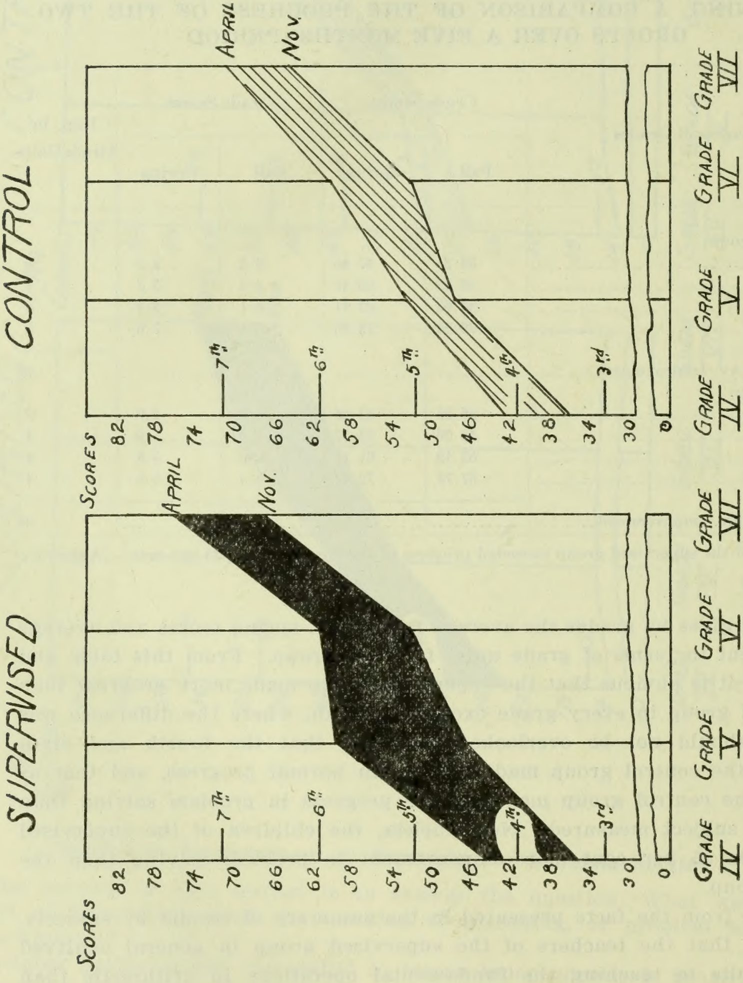

Diagram 7. Illustrating the improvement in reasoning in arithmetic over a five months' period, as shown by the Buckingham Reasoning Scale.

CHAPTER IV

SUMMARY OF RESULTS AND CONCLUSIONS

Comparison of Progress by Subjects

The purpose of this section is to show which group of schools made the greater progress in each subject and in which subjects the greatest progress was made during the five months' period of the experiment.

Progress is expressed in the decimal part of a normal year's work with tables and graphs used to illustrate the comparison. Since all of the schools in both groups had an eight months' term, each group would be expected to do five-eighths or .62½ of the normal work of a school grade. In Tables I-IV of the Appendix will be found the average or mean results of each subject by grades. Table VII of this chapter gives the combined results for all grades, which is the mean of the separate grade averages.

TABLE VII

A COMPARISON OF THE PROGRESS OF THE TWO GROUPS BY SUBJECTS, BASED UPON THE COMBINED SCORES OF GRADES IV-VII

Subjects	Decimal Part of the Normal Work of a School Grade Completed in Five Months or .62½ of a School Year.		Per cent by which the Progress of the Supervised group Exceeded the Progress of the Control.
	Supervised	Control	
Reading	.63	.25	152%
Spelling	.93	.33	182%
Arith.—Fund.	.98	.37	165%
Arith.—Reas.	.90	.58	55%
Average	.86	.38	126%

The data obtained from this study shows that:

1. When the results were considered for all the grades, the supervised group made more than normal progress in every subject measured, while the control group made less than normal progress in all subjects. (A comparison of the fall scores with the standard grade norm showed that no grade of either group was standard in any subject. This would indicate that neither group had made normal progress in the last few years at least.)

2. The progress of the supervised group more than doubled the progress of the control group in reading, spelling, and the four fundamentals.

3. Both groups made less progress in reading than in any other subject. In the supervised group the greatest progress was in fundamental processes in arithmetic, while in the control group the greatest progress was in reasoning or problem solving in arithmetic.

4. Out of sixteen differences before the results for all grades were combined, fifteen favored the supervised group.

5. The supervised group made normal progress or above in all subjects except sixth grade reading and fourth grade spelling. The control group made less than normal progress in all subjects except fourth grade reading, seventh grade spelling, fourth and sixth grade reasoning.

6. In the sixteen comparisons of achievement, the supervised group made normal progress or above fourteen times; the control group only four times.

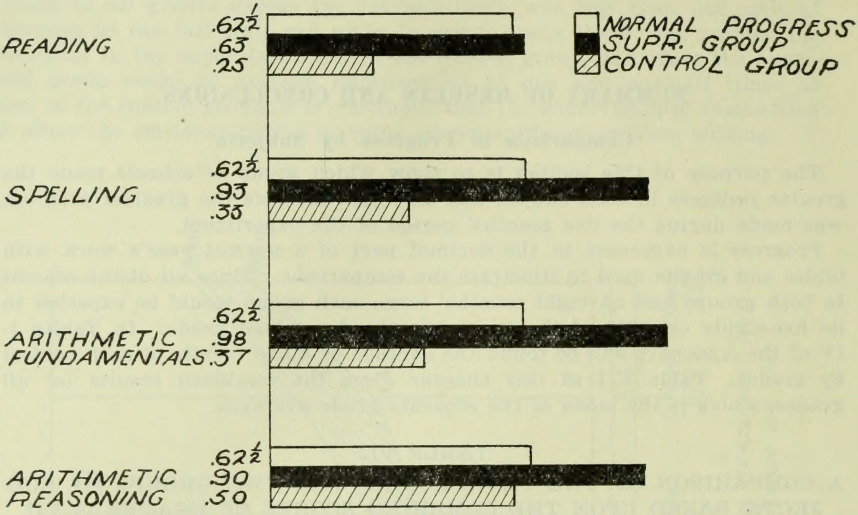

DIAGRAM 8. COMPARISON OF IMPROVEMENT IN THE TWO GROUPS OVER A FIVE MONTHS' PERIOD EXPRESSED IN THE DECIMAL PART OF A NORMAL YEARS PROGRESS.

Comparison of Progress by Grades

The purpose of this section is to show which group of schools made the greater progress in each grade and to show in which grades the greatest progress was made. The comparisons are made in terms of the decimal part of a normal year's work, the per cent of normal progress made and the per cent by which the progress of one group exceeded the progress of the other.

TABLE VIII

A COMPARISON OF THE PROGRESS OF THE TWO GROUPS BY GRADES, BASED UPON THE COMBINED SCORES IN READING, SPELLING, COMPUTATION AND REASONING

Grades	Decimal Part of the Normal Work of a School Grade Completed in Five Months or .62½ of the School Term.		Per cent by which the Progress of the Supervised group Exceeded the Progress of the Control
	Supervised	Control	
IV	.73	.53	38%
V	.88	.18	389%
VI	.83	.43	93%
VII	1.00	.38	163%
Average	.86	.38	126%

A comparison of the progress made by grades shows that:

1. In 62½ per cent of the school term, the supervised group accomplished 86 per cent of a normal year's work; the control group 38 per cent.

2. No grade of the control group made normal progress when all subjects were combined, while no grade of the supervised group made less than normal progress.

3. Of the fourteen comparisons in which the supervised group made normal progress, four were in seventh grade, four in the fifth, three in the fourth, and three in the sixth. Of the four times that the control group made normal progress or above, two were in the fourth grade, one in the sixth, and one in the seventh. (See Tables I-IV of the Appendix.)

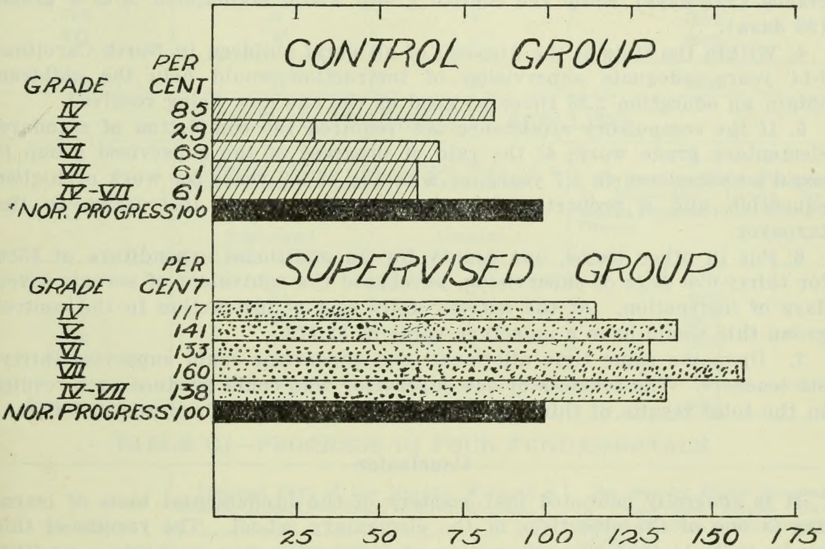

DIAGRAM 9. ILLUSTRATING THE PER CENT OF NORMAL PROGRESS MADE BY EACH GRADE, BASED UPON THE COMBINED READING, SPELLING, AND ARITHMETIC SERIES

4. In the supervised group, the greatest progress was made by the seventh grade with rather uniform progress in the other three; in the control group, the greatest progress was made by the fourth grade and the least progress by the fifth.

5. In every grade tested, the supervised group made the greater progress. The greatest difference, 389 per cent, was in the fifth grades and the least difference, 38 per cent, was in the fourth grades.

Summary of Results

This study shows that:

1. On an average the children of the supervised group in the five months period, advanced 126 per cent faster than the children in the control group, or 2.26 times as fast.
2. In 100 days, the children of the supervised group on the basis of the subjects measured received the average equivalent of 138 days of instruction; the control group the equivalent of 61 days.
3. On a basis of the same difference for the entire term of 160 days, the children of the supervised group would accomplish the equivalent of 1.4 grades (221 days) while the control group would accomplish .6 of a grade (98 days).
4. Within the time at the disposal of all rural children in North Carolina, 7-14 years, adequate supervision of instruction would help the children obtain an education 2.26 times as good as the one now being received.
5. If the compulsory attendance law required the completion of standard elementary grade work, at the rate of progress of the supervised group it could be completed in 5.7 years, or a saving of 2.3 years for work or higher education and a proportional saving in the cost of instruction to the taxpayer.
6. Put in other terms, one county for an additional expenditure of $350 for thirty-five days of supervision, purchased the equivalent of seventy-seven days of instruction. At the current daily cost of instruction in the control group this would have a monetary value of $2,772.
7. Upon the same time allotment[1] one supervisor could supervise thirty-six teachers. The services of one supervisor who could produce such results in the total results of thirty-six classrooms would be valued at $12,474.

Conclusion

It is generally conceded that mastery of the fundamental tools of learning is one of the objectives of the elementary school. The results of this study indicate that the supervision of instruction was certainly a positive factor in accomplishing this objective. Further investigation is needed to determine the degree to which this is true of other important but less tangible aims of elementary education. However, within the limits of this experiment, it seems fair to conclude that supervision is a valuable means of improving teaching efficiency in the consolidated schools; and that even if it only affected the results in the tool subjects, it would seem to justify its present cost to the State and county school systems of North Carolina.

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[1] This is an understatement both of the amount of instruction purchased and the supervisory load, because thirty-five days was the total time spent in supervising all the elementary grades, yet it has been charged against only grades four through seven. This was done because data was not available to determine the exact distribution of the supervisor's time, but it was evident that she gave the major attention to the grades measured. Then, too, she was better qualified to help the teachers of the upper grades.

APPENDIX

STATISTICAL DATA AND TABLES USED IN COMPUTATION

TABLE I—PROGRESS IN READING

Grades	Decimal Part of the Normal Work of a School Grade Completed in Five Months.		Per cent by Which Progress in Supervised Group Exceeded Progress in the Control Group.
	Supervised	Control	
IV	.8*	.6*	33%
V	.6*	.1	500%
VI	.5	.2	150%
VII	.6*	.1	500%
Average	.63*	.25	152%

TABLE II—PROGRESS IN SPELLING

Grades	Decimal Part of the Normal Work of a School Grade Completed in Five Months.		Per cent by Which Progress in Supervised Group Exceeded Progress in the Control Group.
	Supervised	Control	
IV	.5	.3	67%
V	1.0*	.1	900%
VI	.7*	.2	250%
VII	1.5*	.7*	114%
Average	.93*	.33	182%

TABLE III—PROGRESS IN FOUR FUNDAMENTALS

Grades	Decimal Part of the Normal Work of a School Grade Completed in Five Months.		Per cent by Which Progress in Supervised Group Exceeded Progress in the Control Group.
	Supervised	Control	
IV	.7*	.5	40%
V	.8*	.1	700%
VI	1.8*	.5	160%
VII	1.1*	.3	267%
Average	.98*	.37	165%

TABLE IV—PROGRESS IN REASONING IN ARITHMETIC

Grades	Decimal Part of the Normal Work of a School Grade Completed in Five Months.		Per cent by Which Progress in Supervised Group Exceeded Progress in the Control Group.
	Supervised	Control	
IV	.9*	.7*	29%
V	1.1*	.4	175%
VI	.8*	.8*	0%
VII	.8*	.4	100%
Average	.90*	.58	55%

The asterisk (*) is used to indicate when progress is normal or above.

TABLE V—MEASURES OF VARIABILITY

(GRADES IV—VII)

Subjects	Number Tested	Fall		Spring	
		Average	S. D. Dist.	Average	S. D. Dist.
Supervised Group:					
Reading	164	41.12	7.48	45.00	8.49
Spelling	160	24.12	7.67	28.56	8.59
Arith.—Comp.	166	37.43	9.94	44.90	11.78
Arith.—Reas.	147	49.72	12.28	58.80	13.42
Control Group:					
Reading	167	42.39	6.95	43.27	6.21
Spelling	167	25.73	7.75	27.71	8.06
Arith.—Comp.	164	37.24	8.31	41.19	8.57
Arith.—Reas.	148	49.44	11.58	55.36	12.18

1. The standard deviation of the distribution (S. D. Dist.) is used to picture roughly the concentration of the scores about the average.

2. A distance of S. D. above and below the average includes approximately the middle two-thirds of the scores.

3. A range of six times the S. D. Dist. includes the bulk of the scores.

TABLE VI—MEASURES OF RELIABILITY

(GRADES IV—VII)

Subjects	Number Tested	Fall		Spring	
		Average	S. D. Av.	Average	S. D. Av.
Supervised Group:					
Reading	164	41.12	.58	45.00	.58
Spelling	160	24.21	.60	28.56	.71
Arith. Comp.	166	37.43	.77	44.90	.91
Arith. Reas.	147	49.70	1.01	58.80	1.10
Control Group:					
Reading	167	42.39	.53	43.27	.48
Spelling	167	25.73	.60	27.71	.62
Arith. Comp.	164	37.24	.65	41.19	.67
Arith. Reas.	148	49.44	.95	55.36	1.01

1. The standard deviation of the average (S. D. Av.) is used to test the reliability of the averages obtained in this experiment.

2. In interpretation it means that the chances are 365 to 1 that the true average of any large group, of which this group was a random sample, is between the averages obtained in this experiment and plus or minus 3 S. D. Av.

TABLE VII—MEASURES OF RELIABILITY (CONT.)

Subjects	Average Improvement		Difference	S. D. Diff.	Experimental Coefficient
	Supervised	Control			
Reading	3.88	.88	3.00	.72	1.44
Spelling	4.35	1.98	2.37	.94	.91
Arith. Comp	7.47	3.95	3.52	1.13	1.10
Arith. Reas	9.08	5.92	3.16	1.49	.76

1. An experimental coefficient of 1.0 represents practical certainty that if the experiment were repeated the differences would favor the supervised group.

TABLE VIII—STATEMENT OF CHANCES THAT IN A SIMILAR EXPERIMENT THE DIFFERENCES WOULD FAVOR THE SUPERVISED GROUP

Subjects	Exper. Coefficient	Approx. Chances
Reading	1.44	20,000 to 1
Spelling	.91	160 to 1
Arith. Comp	1.10	930 to 1
Arith. Reas	.76	60 to 1

TABLE IX—GRADE SCORE TABLES

Age in Months	Grade Score	Th.-McCall Reading T Score	Woody, Series B Arith.	Buckingham Reasoning Crude Score	Mor.-McCall Spelling No. Correct	Nat'l Intel. Scale A Crude Sc.
108	3.0		16	33		37-39
	3.1	32	18	34	15	40-42
110	3.2		20			43-45
	3.3	33	21	36	16	46-47
112	3.4		23		17	48-49
	3.5	34	25		18	50-51
113	3.6		28	38		52-53
	3.7	35	30		19	54-56
115	3.8	36	31	40		57-59
	3.9		32		20	60-61
116	4.0	37	33	42		62-63
	4.1		34		21	64-65
120	4.2	38	35	44	22	66-67
	4.3	39	36		23	68-69
122	4.4		37	46		70-77
	4.5	40	38	48	24	72
124	4.6		39			73-74
	4.7	41	40	50	25	75-76
126	4.8					77-78
	4.9	42	41	52	26	79
128	5.0		42			81-82
	5.1	43		54	27	82-83
131	5.2		43		28	84-85
	5.3	44		56		86-87
134	5.4	45	44		29	88-89
	5.5			58		90-91
136	5.6	46	45		30	90-93
	5.7		46	60		94
138	5.8	47	47		31	95-96
	5.9		48	62		97-98
141	6.0	48	49		32	99-100
	6.1	49	50	64		101-102
144	6.2				33	103-104
	6.3	50	51	66		105
146	6.4		52		34	106-107
	6.5	51	53	68		108
150	6.6				35	109
	6.7	52	54	70		110
153	6.8	53			36	111-112
	6.9	55	72			113
156	7.0	54			37	114-115
	7.1		56	74		116-117
159	7.2	55				118-119
	7.3			76	38	120
163	7.4	56	57			121-122
	7.5				39	123
166	7.6			78		124-125
	7.7	57	58		40	126-127
170	7.8			80		128-129
	7.9		59			130-131
173	8.0	58		82	41	132
	8.1		60			135
176	8.2					134-135
	8.3	59		84		136
180	8.4		61		42	137-138
	8.5					139
185	8.6		62	86		140-141
	8.7					142
189	8.8	60	63		43	143
	8.9			88		144

INTRODUCTION

It is well for those who are engaged in educational work to pause occasionally long enough to consider this work in its relation to the other things that are going on in the world. A fair appraisal of this kind often leads toward renewed effort and a finer understanding of the meaning of the whole enterprise of education. American Education Week offers a splendid opportunity for us to renew our faith in childhood and to rededicate ourselves to its service.

This is a fit time also for the people of a community to evaluate education in terms of its effect upon the development of American life. Exemplifications of this effect are manifest in almost every phase of life. Education in its fundamental relations is a necessary part of our free institutions. If it should be curtailed, the life of the next generation would be severely limited. The extension of educational facilities and opportunities in our day is an obligation we owe to those who are to come after us.

This little bulletin is printed in the desire to coöperate with the American Legion in its effort to make American Education Week a permanent institution. The programs for the various days are merely suggestive. Perhaps no school will use all the material, but it is hoped that each school will find something that it can use.

The outline program prepared for the whole country left one day vacant. I am suggesting that this day be utilized to celebrate North Carolina Day and a short outline of such an exercise is given.

The material found in this pamphlet was collected and arranged by Mrs. T. E. Johnston and Mr. W. F. Credle of the State Department of Education. The cover page was designed by Mrs. Elizabeth McIver Weatherspoon of the North Carolina College for Women.

I hope every teacher in the State will find great pleasure in entering upon the preparation of the exercises suggested here.

A. T. Allen

State Superintendent of Public Instruction.

October 12, 1926.

SUGGESTIONS FOR THE OBSERVANCE OF AMERICAN EDUCATION WEEK

NOVEMBER 7-13, 1926

As an aid to the observance of American Education Week, a program has been prepared in which a special topic is assigned to each day of the week. This is intended to be suggestive only. Any plan which tends to fix the value of education more firmly in the minds of the people even though it may differ from that which is herein suggested is appropriate to the occasion.

PROCEDURE IN ORGANIZATION

Observance of American Education Week should begin inside the schools. The superintendents of school systems, principals, and supervisors should be the prime movers. However, the interest and coöperation of all organizations concerned with education, such as the Parent-Teacher Association, the Rotary, Kiwanis, Civitans, Woman's Club, etc., should be enlisted in the work of preparing for American Education Week. A meeting should be called as early as possible for the purpose of perfecting an organization that will be responsible for carrying out the plans for the week to which representatives from the above clubs and societies are invited. Committees should be appointed of teachers and of members of the several organizations to assist in carrying out the plans. Care should be exercised in choosing chairmen as the activity of the chairmen will determine the efficiency of the committee.

The committees named will depend on the nature of the observance decided on and on local needs in a community. Especial emphasis should be placed on the work of the publicity committee for the coöperation of the newspapers is of the utmost importance. Abundant material should be supplied to the newspapers setting forth the achievements and needs of the schools. By all means, the opportunity should be siezed of furthering school plans of special concern to the State as a whole such as an equal educational opportunity for all the boys and girls in the State through an eight months school term.

One committee should obtain the coöperation of motion picture exhibitors in advertising the program for the week and slides should be made containing slogans and pertinent facts setting forth the money value of education and the cost of ignorance to the State.

While it is desirable that students be impressed with the importance of the significant facts included in the program for the week, the fulfillment of the real purpose depends on arousing the enthusiasm and coöperation of patrons and of taxpayers in our big educational objectives.

Begin Now:

The time to begin preparation for the work of American Education Week is now, the earlier, the better. Lack of time, however, should not prevent such observance as is practicable for much may be done with a minimum of preparation.

SUNDAY—NOVEMBER 7

OUR NATION'S GOD

SLOGANS

Religion, morality, and education are necessary for good government.

A godly nation can not fail.

The educational triangle: The home, the school, the church.

SUGGESTIONS FOR THE DAY'S OBSERVANCE

The week's observance of American Education Week should begin with a sermon on Sunday either at the morning or evening service. All ministers should be prevailed upon to make the subject of education in the home, in the school, and in the church the theme of their service. Any one of the following topics may be suggestive:

Texts:

Deut. XI, 19.

"And ye shall teach them to your children."

Proverbs XXII, 6.

"Train up a child in the way he should go; and when he is old, he will not depart from it."

I Corinthians III, 10.

"I have laid the foundation, and another buildeth thereupon."

Proverbs IX, 7.

"Wisdom is the principal thing; therefore get wisdom: and with all thy getting, get understanding."

SERMONETTE

Education—The Biography of a Child of God.

Beloved, now are we the sons of God, and it doth no yet appear what we shall be—*First John 3:2.*

One morning Jesus walked into the synagogue at Nazareth to preach a sermon from a text in the Old Testament. The minister in charge gave him the sixty-first chapter of Isaiah, from which He read: "The Spirit of the Lord God is upon me; because the Lord hath annointed me to preach good tidings unto the meek; he hath sent me to bind up the broken-hearted; to proclaim liberty to the captives, and the opening of the prison to them that are bound."

For seven hundred years those old priests had been mumbling this Scripture which neither they nor the people to whom it was read, believed. But that morning something happened which has influenced the world more than any utterance ever made to man. This Jesus was preaching in a country where half the population was in slavery and in which a large proportion of the property was vested in the ownership of these human beings. There were no schools, save in the church institutions of Palestine; there were no banks or industries. Absolute political power resided in Cæsar. Yet, the fourth chapter of Saint Luke's gospel tells us that when He set forth this doctrine, which embraces all that education, socialized to date, has been able to do, this strange congregation of slaves and illiterates, not the high sitters in the synagogue who thrust Him out, were astonished at His gracious words.

In the Roman Empire that day began modern education. Men did not believe that they were the "sons of God." Why should they? Religion did not pretend to minister to them; all that it affected to do was to placate angry gods and to buy favors from favored gods. But that little group which followed Jesus through this province, caught up the spirit which today has so expressed itself in democratic ferment the world over. They went up and down the world preaching this childhood of God, this coronation of the common man. Today that doctrine girdles the globe; not a nation dares to dispute it. It all grew out of that sermon in Nazareth, that morning when the little coterie of disciples became conscious of their kinship to God. Nevermore were they down, nevermore can men who feel their divine parenthood be kept down. And now all of us can sing with the Beloved Disciple "We are the sons of God, and it doth not yet appear what we shall be." It all depends upon education, for we never shall cease going to school. This world is God's workshop; men and women are the products of His industry. The school never "lets" out, the books never close, the Teacher never ceases to give tasks. And always the lesson becomes harder. Life itself is the great educator, and education is the great life-giver. Every stage in life sets another stage for a more difficult drama; every problem achieved leads to a more complex problem.

Do you doubt this? Then read the history of our country. The question came to the Colonists, Will you be free? They would, but seven years of fighting was required. They won their freedom, but they did not stop. They got interested in somebody else's freedom, agitated slavery, fought the far more furious War between the States, abolished slavery, but there was no peace long. The years wore swiftly on, the whole world fought for freedom from 1914 to 1918, and today eight years from the end of it men are asking if they have learned enough from the school of life, from the disciplining of others, to govern themselves. So the child in school takes his problems to the teacher; asks if the solution is correct, finds that it is, rubs it out and goes into another—and harder. So goes life within the walls of the schools; so it goes in the greater school without. We are here to learn; to see if the lessons which we take today fit us for the duties of tomorrow. We are not here to do things, but to grow by doing things, to become men and women worthy to be called the children of God.

And in the nature of things, this educational urge has changed. First came our consciousness of relation to God, entitled to whatever education other citizens and people were given. For a long time schools laid their emphasis on knowledge. They treated the mind as an empty receptacle into which information was poured from the contents of books. When all was poured from the full book to the empty head, the student was examined to see how much had leaked, how much had stayed. And so we had botany without looking at flowers, geology without examination of rocks, astronomy without a view of the stars, surveying without application to the earth, chemistry without seeing a retort.

This was but the next step and the natural one. We have changed more our purposes than our methods. The object of education is not to give information, but to give power. What is it to have a great heart if one does not flood the world with a great affection? What is it to have a great mind if it does not stir the world with great thoughts? What is it to have a great will if it can not turn the world toward a great goal? So education today means to confer something of that greatness, to give to its votaries and its beneficiaries the power to flood the world with affection, stir it to deep thoughts, shape it to a great career. It is not enough to tell the boys and girls about the great feeling, the great thoughts and the great deeds of the past. We can not trust information to kindle that life in them. We must train them to feel, to think, to do, and to be.

And the biography of a child of God is as yet incomplete; for "it doth not yet appear what we shall be."—*W. T. B.*

MONDAY—NOVEMBER 8

CONSTITUTIONAL RIGHTS DAY

"America! America!
God mend thine every flaw;
Confirm thy soul in self control,
Thy liberty in law."

THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

—*William Tyler Page.*

SLOGANS

The Constitution and our country.
Safeguard individual rights.
The spirit of freedom.
Education for citizenship.
Every boy and girl a good citizen.
Obey the law of the land.

OUR CONSTITUTION

Our Constitution, the greatest document of the kind ever written, has created a great Nation. It shows in its every line an acknowledgment of the American spirit of freedom, and a regard for the rights of the individual, and a complete acceptance of the principle of justice both public and private.

The nation can remain great only so long as each individual embodies in his own life the principles that are contained in the Constitution. All forces must combine to educate to this end. Not only knowledge of and respect for law, but a love of it must be inculcated. This must be done by precept and example consistently, persistently, in small ways and large until obedience to law becomes a habit.

The chief purposes in teaching the Constitution are to show the greatness of the document by emphasizing the marvelous foresight of those who framed it, to create a greater respect for law and authority and to arouse patriotism.

Aside from requiring that the preamble to the Constitution be memorized and of calling attention to the fine choice of words used throughout, teachers should see to it that pupils studying the Constitution should know the following facts in regard to it.

1. Its history—
    (a) Why and when the Constitutional Convention was called.
    (b) Where this convention was held.
    (c) Who the outstanding persons at this convention were.
    (d) Circumstances and difficulties connected with the drawing up of the Constitution.
2. How many articles were in the original draft of it.
3. The three parts—the legislative (Article I), the executive (Article II), and the judicial (Article III).
4. The documents upon which it is based—the Magna Charta, The English Bill of Rights, the Mayflower Compact, Declaration of Independence, Articles of Confederation, etc.

Briefly stated, the great provisions of the American Constitution are—

1. It unites the separate States into a Nation, a union for the common good of all; it sets up a government which derives its just powers from the consent of the governed.
2. It sets a balance between central Federal authority and the State governments which, though shaken at times, has been admirably maintained for nearly a century and a half.
3. It defines the three branches of government—legislative, executive, and judicial—with such clarity and effectiveness that serious encroachment by one branch upon another is next to impossible.
4. It provides for the making and enforcement of laws, not by "divine right" of king or by other super-imposed authority, but by representatives of the people duly chosen by the people.
5. It provides for a judiciary designed to be independent, free from the hazards and changes of partisan politics, and subject to the least possible undue influence.
6. It guarantees to each individual all the rights of a free man, and especially guarantees the right to life, liberty, and the pursuit of happiness; it insures religious freedom and freedom of speech and of the press.
7. It encourages industry and thrift, promotes equality of opportunity, elevates womanhood, and fixes on individual citizenship and the home as the proper foundations of organized society.
8. Nineteen amendments have been added to the Constitution since its adoption by the people of the United States. None of these except the Seventeenth, has altered the original plan of government.

The following eloquent tribute to our Constitution is quoted from Lloyd Taylor of the National Security League:

"The Constitution of the United States is not a dead, dull document. It is the very substance of our freedom. Eloquently taught and interpreted in story form by a teacher who knows and reverences its provisions, it will rouse any class to enthusiasm. The Constitution is not a thing of the past, but is more alive and more needed than ever. It is a human document which is directly connected with the life of every individual, young and old, in the United States, perhaps the world, for its purpose is to properly safeguard the rights of the individual, that all may have an equal chance.

"Behind this great document are all the romance, history and poetry of the American Republic; men have struggled and died for its provisions; great battles have been fought to preserve its principles; and the success or failure of representative government in the world depends upon maintenance of our Constitution in all its integrity." From "What is Americanism"—Silver, Burdett & Co.

Watchwords of the Constitution:

A government of laws and not of men; Liberty under the law; Equal opportunity to all citizens.

Life, liberty, justice, security, and opportunity are guaranteed by the Constitution.

One Constitution, one Union, one flag, one people.

The coöperation of the various civic and patriotic organizations, the Rotary and Kiwanis Clubs, the Woman's Club, the Daughters of the American Revolution, the Parent-Teacher Association and others should be enlisted for the effective observance of Constitutional Rights Day. The American Bar Association and the local bar associations may be expected to take an interest in the observance of this day in American Education Week. Some lawyer in every community might be secured to speak to the high school and upper grammar grade students on Constitutional Rights.

Organizations interested should be informed that the boys and girls of the schools will be willing to give short talks for them on the Constitution Day or on some subject related to government. Newspapers may be asked to print the preamble to the Constitution on Constitution Day.

QUOTATIONS AND SHORT SELECTIONS

The American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man.—*William E. Gladstone.*

Our Constitution is something to live for and by—something to learn to defend other than by war.—*W. J. Hutcheson.*

Let reverence of the law be breathed by every mother to the lisping babe that prattles on her lap; let it be taught in schools, seminaries, and colleges; let it be written in primers, spelling books, and almanacs; let it be preached from pulpits, and proclaimed in legislative halls, and enforced in courts of justice; in short, let it become the political religion of the nation.—*Abraham Lincoln.*

What we seek is the reign of law based on the consent of the governed and sustained by the organized opinion of mankind.—*Woodrow Wilson.*

Liberty does not consist in doing what you like but in liking to do what you can, what you may and what you ought.—*Henry Van Dyke.*

Citizenship has its duties as well as its privileges.—*Benjamin Harrison.*

There are many men and women who live in America (though it is a misuse of language to call them Americans) whose idea of liberty is to do precisely what they please, without reference to the health, comfort, peace, or even life of others; who translate the noble word liberty, with all its implications of self-restraint and self-sacrifice, into the anarchy of lawless self-assertion. By liberty they mean an unlimited opportunity of being selfish, discourteous, and disagreeable; by freedom they mean a chance to make life harder for their neighbors. They constitute an unresolved residuum of barbarism in a civilized society, and they make popular government unpopular with all who care enough for the people to be anxious for their morals or their manners.—*Lyman Abbott.*

Above all, we must stand shoulder to shoulder for the honor and greatness of our country.—*Theodore Roosevelt.*

The American Republic was established by the united valor and wisdom of the lovers of liberty from all lands.—*Daniel W. Voorhees.*

We cannot love our country with too deep a reverence; we cannot love her with an affection too pure and fervent; we cannot serve her with an energy of purpose or a faithfulness of zeal too steadfast and ardent.—*Thomas S. Grimke.*

I want a patriotism which is good every day in the year, and which means an understanding of public duty and a determination to perform that duty. —*Charles R. Skinner.*

It is, sir, the people's Constitution, the people's government made for the people.—*Daniel Webster.*

Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace and of liberty, upon which the world may gaze with admiration forever.—*Daniel Webster.*

Our Country! bright region of plenty and peace,
Where the homeless find refuge, the burdened release,
Where Manhood is king, and the stars as they roll
Whisper courage and hope to the lowliest soul—
We hail thee! we crown thee! To east and to west
God keep thee the purest, the noblest, the best,
While all thy domain with a people He fills
As free as thy winds, and as firm as thy hills!
—*Edna Dean Proctor.*

Our own dear land, our native land,
Home of the brave and free;
The grandest work of nature's hand—
Our own dear land for me!
—*J. R. Thomas.*

Peace and order and security and liberty are safe so long as love of country burns in the hearts of the people.—*William McKinley.*

As an American, I maintain that international peace, kept in justice and honor, is an American principle and an American interest.—*Carl Schurz.*

Civil and religious liberty, universal education and the right to participate, directly or through representatives chosen by himself, in all the affairs of the government—these give to the American citizen an opportunity and an inspiration which can be found nowhere else.—*William J. Bryan.*

I was born an American: I shall live an American: I shall die an American.—*Daniel Webster.*

I believe there is no finer form of government than the one under which we live, and that I ought to be willing to live or die, as God decrees, that it may not perish from the earth through treachery within or through assault from without. I believe that though my first right is to be a partisan, my first duty, when the only principles on which a free government can rest are being strained, it is to be a patriot.—*Vice President Marshall.*

SUGGESTIVE ACTIVITIES

Essays, debates, plays, pageants, tableaux, music, and art.

Subjects for Essays and Speeches

Why the Constitution is the greatest document of the kind ever written.
The Constitutional Convention.
What the Constitution means to me.
What the youth of America may do to preserve the Constitution.
What is in American life today that is not compatible with the ideals and spirit of the Constitution.
How the President, Vice President, Senators and Representatives are elected.
How the Government serves me.
Why I should stand by my government.
What I know about the laws of my school and city.
How the Constitution guarantees the rights of the individual.

Reference Material:
The Short Constitution—Wade & Russell. American Citizenship. Society Press, Grand Rapids, Mich.
A Primer of Citizenship—DeKoven. E. P. Dutton.
What is Americanism—Wilson. Silver, Burdett & Company.
The Patriotic Reader—Bemis, Holtz, Smith. Houghton-Mifflin Company.
Outline Course of Study in Americanism—Grades VI, VII, and VIII. Educational Publication No. 91, State Department of Education, Raleigh, N. C.

Tableaux

Resignation of Washington as Commander in Chief—Trumbull (artist).
Washington at the Constitutional Convention.
Washington taking the oath as first president.
Signing the Declaration of Independence—Trumbull (artist).
Justice, the Spirit of America—Edward Simmons (artist).
Birth of our Flag—Mosher (artist).
Spirit of '76—Willard (artist).
Liberty, the Constitution, Uncle Sam, and the different states as they were admitted to the Union.

Note. Most of the above pictures can be obtained from such firms as:
The Perry Pictures Co., Malden, Mass.
George P. Brown, 38 Lovett St., Beverly, Mass.
The Copley Prints, Curtis & Cameron, Boston, Mass.

Manual Activities

Print the preamble of the Constitution for visitors.

Letter Slogans—Make banners and posters. (Suggestions may be had for this from "Quotations and Short Selections" under this topic.)

Make costumes and accessories for plays, pageants, and tableaux.

Poems

America for Me—Henry Van Dyke—In Patriotic Reader. Bemis, Holtz & Smith.

Breathes There the Man—Sir Walter Scott.

THE BUILDING OF THE SHIP

Thou, too, sail on, O ship of state!
Sail on, O Union, strong and great!
Humanity, with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel.
What Workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat,
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'T is of the wave and not the rock,
'T is but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea.
Our hearts, our hopes, are all with thee!
Our hearts, our hopes, our prayers, our tears,
Our faith, triumphant o'er our fears,
Are all with thee—are all with thee!

—*H. W. Longfellow.*

Speeches and Stories

American Citizenship—Woodrow Wilson—In Patriotic Reader. Bemis, Holtz & Smith. Houghton-Mifflin Co.

The Man Without a Country—Edward Everett Hale.

Citizenship—William P. Frye—In Patriotic Reader. Bemis, Holtz & Smith.

Americanism—Theodore Roosevelt—In Patriotic Reader.

A Message to Garcia—Hubbard—In Studies in Reading—Sixth Reader.

Makers of the Flag—Franklin K. Lane—In Patriotic Reader. In Program for N. C. Day—Ed. Pub. No. 92. State Department of Education.

National Hymns and Songs

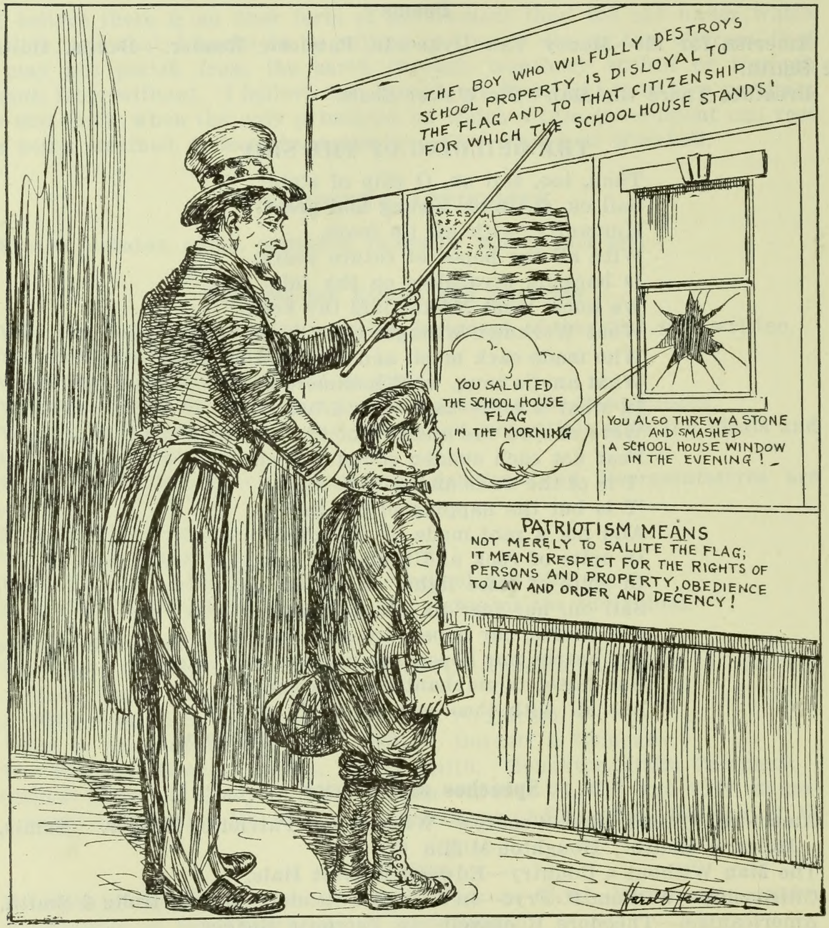
America—Samuel Francis Smith.

The Star-Spangled Banner—Francis Scott Key.

America the Beautiful—Katherine Lee Bates.

Battle Hymn of the Republic—Julia Ward Howe.

Columbia, the Gem of the Ocean—Thomas A. Beebet.


THE BOY WHO WILFULLY DESTROYS SCHOOL PROPERTY IS DISLOYAL TO THE FLAG AND TO THAT CITIZENSHIP FOR WHICH THE SCHOOL HOUSE STANDS!
YOU SALUTED THE SCHOOL HOUSE FLAG IN THE MORNING
YOU ALSO THREW A STONE AND SMASHED A SCHOOL HOUSE WINDOW IN THE EVENING!
PATRIOTISM MEANS NOT MERELY TO SALUTE THE FLAG; IT MEANS RESPECT FOR THE RIGHTS OF PERSONS AND PROPERTY, OBEDIENCE TO LAW AND ORDER AND DECENCY!
Harold Heaton

Higher Education

(Used with the permission of the American School Board Journal)

SUGGESTIONS FOR SCHOOL ASSEMBLY AND CLASSROOM PROGRAM

(Parents should be invited to this program)

a. Flag salute, pledge of allegiance. The American's creed. Singing of America or the Star-Spangled Banner.

b. Roll call. Short Quotations (given under this topic).

c. Dramatization: Signing of the Constitution by pupils representing the original signers. As each signs he could state clearly his name, the state he represents and his reason for signing, expressing this by a phrase from the Constitution.

d. Three minute addresses by students on subjects pertaining to citizenship and to the Constitution. (See subjects suggested for essays and speeches under this topic.)

e. The preamble of the Constitution given by the school.

f. Patriotic music by orchestra, glee club, or singing by school.

g. Address by a local lawyer giving an interpretation of the Constitution.

h. Exercises: (1) A tableau or exercise visualizing the departments of government, the President and his cabinet, Congress and the Supreme Court; (2) Why was the Constitution established? Answers based on the five clauses of the preamble. Five pupils. (4) What rights have I in this country? Answers based on the Constitution.

EDUCATION FOR CITIZENSHIP

The boys and girls in the primary and early grammar grades may get the spirit of the day and of the week by trying to become strong and useful and worthy of their nation that our country may become even greater and better. A study of The Children's Morality Code (for elementary schools by William J. Hutchens) might prove the basis for effective study along this line, not only American Education Week but throughout the year.

It is here given:

THE CHILDREN'S MORALITY CODE

(For elementary schools)

BY WILLIAM J. HUTCHENS

I—The Law of Self Control

GOOD AMERICANS CONTROL THEMSELVES

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

2. I will control my temper, and will not get angry when people or things displease me. Even when idignant against wrong and contradicting falsehood, I will keep my self-control.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

4. I will control my actions. I will be careful and thrifty, and insist on doing right.

5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II—The Law of Good Health

GOOD AMERICANS TRY TO GAIN AND KEEP GOOD HEALTH

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep and exercise as will keep me always in good health.
2. I will keep my clothes, my body and my mind clean.
3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
4. I will protect the health of others, and guard their safety as well as my own.
5. I will grow strong and skillful.

III—The Law of Kindness

GOOD AMERICANS ARE KIND

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.
2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of any one. Words may wound or heal.
3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV—The Law of Sportsmanship

GOOD AMERICANS PLAY FAIR

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V—The Law of Self-Reliance

GOOD AMERICANS ARE SELF-RELIANT

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.

2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

3. When in danger, trouble or pain, I will be brave. A coward does not make a good American.

VI—The Law of Duty

GOOD AMERICANS DO THEIR DUTY

The shirker and the willing idler live upon others and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII—The Law of Reliability

GOOD AMERICANS ARE RELIABLE

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.

3. I will not take without permission what does not belong to me. A thief is a menace to me and others.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistakes, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII—The Law of Truth

GOOD AMERICANS ARE TRUE

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

2. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends: nor will I keep the truth from those who have a right to it.

3. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

IX—The Law of Good Workmanship

GOOD AMERICANS TRY TO DO THE RIGHT THING IN THE RIGHT WAY

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

2. I will take real interest in work, and will not be satisfied to do slipshod, lazy and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.

3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

X—The Law of Team-Work

GOOD AMERICANS WORK IN FRIENDLY COÖPERATION WITH FELLOW-WORKERS

> One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI—The Law of Loyalty

GOOD AMERICANS ARE LOYAL

> If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity and civilization. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to every one in every land the best possible chance. I will seek truth and wisdom; I will work, and achieve if I can some good for the civilization into which I have been born.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family. And this loyalty to humanity will keep me faithful to civilization.

Those who obey the law of loyalty obey all of the other ten laws of The Good American.

TUESDAY—NOVEMBER 9

EQUAL OPPORTUNITY DAY

Political, Social, Economical and Educational Equality of Opportunity.

"To learn our school needs and to meet them with constructive programs is the basis of American Education Week."

Equal Opportunity Day is one of the most important of the seven.

It is a fact that all American children do not have an equal opportunity to obtain an education.

Many children do not have a chance to learn to read and write.

The United States has the highest percentage of illiteracy among enlightened nations of the world. Our own State of North Carolina ranks high in the number of illiterates.

Districts rich in taxable property have better schools than districts poor in taxable property, even though the latter have a higher tax rate. Is the child to be penalized because of his inability to live in a rich community?

Some children attend school 180 days in the year. They are taught by trained, experienced, mature, well paid and competent teachers. Their schools are conducted in modern, fireproof, sanitary and well equipped buildings. They are adequately supplied with the best textbooks and teaching material, and they are trained for the great opportunities and responsibilities of twentieth century civilization.

Other children attend school at the most only 120 days in the year. Their teachers are untrained, inexperienced, underpaid and incompetent. They go to school in buildings that are unsanitary shacks,—a menace to health and safety. They are not supplied with suitable textbooks and other necessary teaching materials, and their training for life is as it was fifty years ago.

Thousands of North Carolina children do not have a political, social, economical or an educational equality of opportunity.

On this "Equal Opportunity Day" every agency in the community, every newspaper, civic club, American Legion, pastor and citizen should be enlisted in the fight for those children in North Carolina who do not have an opportunity to fit themselves for the responsibilities and opportunities of life.

"We speak too often of giving a child an education. It is a debt due him, not a gift." When we have paid this debt many of the other problems which confront him will be easily solved.

SUGGESTED MATERIAL

1. SONG—AMERICA.

My Country, 'tis of thee,
Sweet land of Liberty,
Of thee I sing.
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side
Let Freedom ring.

Our glorious State today,
Neath Education's sway
Soars upward still.
Its halls of learning fair,
Whose beauties all may share,
Behold them everywhere
On vale and hill.

The safeguard, Liberty,
The school shall ever be;
Our nation's pride!
No tyrant's hand shall smite,
While with encircling might
All here are taught the Right
With Truth allied.

Our fathers' God, to thee,
Author of Liberty,
To Thee we sing.
Long may our land be bright
With Freedom's holy light,
Protect us by thy might,
Great God, our King!

2. POEM—BUILDERS.

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches,
All fashioned to work his will.
Men said as they saw its beauty,
"It shall never know decay,
Great is thy skill, O builder,
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised her unceasing efforts,
None knew of her wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

3. EDUCATION AND CHANCE OF ACHIEVING DISTINCTION

Amount of Education	Chance of Achieving Distinction
Without Education	1 in 161,290
Eighth grade Education	1 in 40,841
High School Education	1 in 1,606
College Education	1 in 173

The man with a college education has more than 900 times the chance of achieving success than has the man without education.

4. SLOGANS

It pays to educate our children because:

1. The great secret of success in life is to be ready when the opportunity comes.

2. The man with an education has more than 900 times the chance of being ready than the man without education.

3. The states which spend more for education have less illiteracy.

4. Higher per capita wealth and income are found in states with less illiteracy.

5. The states with good schools have produced the largest percentage of the Nation's leaders. Including the District of Columbia there are 49 states in the United States. Massachusetts, New York, District of Columbia and California and Connecticutt rank highest in school efficiency.

6. The states with poorest schools have produced the smallest percentage of the Nation's leaders. Arkansas, Mississippi, South Carolina, Alabama and North Carolina rank lowest in school efficiency.

7. North Carolina has a constitutional requirement for a school term of six months. Many children in the State have an opportunity to go to school only 120 days. Most short term schools are inefficient. The average term in days in 1924-1925 in the North Carolina schools was 145.2 days and the average child enrolled was in school only 106.6 days.

8. In order to raise the efficiency of her schools, and to give every one of her children an opportunity to be a success in life, North Carolina should have a constitutional requirement for a school term of at least eight months.

SOME EDUCATIONAL INEQUALITIES

The aim of public education is to offer to all children an equal opportunity to secure the fundamentals of an education, irrespective of dwelling place. This is very difficult to do. Some children live in cities. Here it is comparatively easy to provide the proper school facilities. Many children, on the other hand, live in sparsely settled territory into which the good roads have not yet come. It is much harder to make provision for adequate schools under such circumstances.

On account of these differences in the way children live, and on account of many other troublesome factors, striking inequalities in educational opportunity have arisen in North Carolina. These may be seen when we compare the city schools with the rural schools, or the schools of one county with the schools of another county or the different schools within a county with one another. Let us see the differences by making these comparisons on a few items in each case.

a. City and Rural Schools

		Rural	*City*
1.	Length of term in days	137.9	177.6
2.	Years of college training of the teachers	1.0 yrs.	2.8 yrs.
3.	Per pupil value of buildings	$81.00	$211.00
4.	Per cent high school pupils	9 %	21 %

b. Comparison of Two Counties

		County One	*County Two*
1.	Per cent of children in 8 mos. term	15.39%	94.3%
2.	Years of college training per teacher	.25 yrs.	2.8 yrs.
3.	Per pupil value of buildings	$25.02	$105.44
4.	Per cent high school pupils	3.7%	14.0%

c. Different Types of Rural Elementary Schools

Type of School	Number of Schools	Number of Teachers	Index of Training	Pupils Enrolled	Per Cent Average Daily Attendance	Average Length of Term in Days
One-teacher	1,468	1,468	378.9	49,156	67.0	123.3
Two-teacher	1,279	2,558	405.3	80,387	70.2	126.0
Three to six	1,173	4,508	489.4	148,574	74.4	136.0
Seven or more	268	2,603	560.4	101,523	75.6	162.8
Totals	4,188	11,127	472.1	380,104	72.9	140.

These are a few of the inequalities and differences in educational opportunities among the white children of the State. It is believed that a minimum term of eight months would remedy most of them.

THE EIGHT MONTHS SCHOOL TERM

By SUPT. A. T. ALLEN

The Plan of Procedure

What things are necessary to be done before we can have the eight months school term? It must be based on some form of taxation and some authority must be delegated to levy these taxes in accordance with the fundamental law of the land.

Under the authority of the constitution we now have an authorized six months school in every district of the State. The General Assembly and the county commissioners with their delegated powers, levy and cause to be collected, the taxes to support it. The same constitution that authorizes the levying and collecting of these taxes forbids by implication and interpretation the support of these schools for one single day beyond the six months, except on the authority, of a majority of the qualified voters in a given district freely expressed at an election called for this purpose.

There seems to be no way under our law to extend the school term in a district, in a city, in a county, or in the State as a whole except by a vote of the people concerned. For instance, if the people in a given school district find a six months term unsatisfactory, their only remedy is through an election. If a whole county should "catch the fever," it too must hold an election. If I understand the matter, the State also must go through the same process of voting—the only difference being that the majority of the votes cast determine the State issue—in place of a majority of the qualified voters.

There seems to be no way of securing a minimum eight months school term for every district in the State except by and through a majority vote of all the people who participate in some general election. Whether we undertake to amend the same document we come back to the question of a popular vote. This thing can not be done without the consent of the people. If there were some power in North Carolina that could impose it upon them without their consent, I doubt if it could be made to work effectively under those conditions.

Not only must we obtain the authority of the people, but prior to that we must have the specific authority of the General Assembly to hold the election.

The Constitution now states that: "Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least six months in every year; and if the Commissioners of any county shall fail to comply with the aforesaid requirements of this section, they shall be liable to indictment."

Our proposition is to substitute the word "eight" for the word "six" in the above section in the same way and manner in which any word in the same document is changed. Article XIII of the Constitution provides two ways in which that instrument can be changed. One way is by means of a constitutional convention, but that cannot be called except by a popular vote. The other way is as follows:

1. The General Assembly by a three-fifths vote in each house must pass an act embodying and specifying the exact changes that are proposed.

2. The direct issue of the change must be submitted to the people for approval at the next general election.

3. In this election the majority of the votes cast must be in favor of the amendment.

What is the shortest time in which the eight months term can be provided with this machinery?

1. The General Assembly of 1927 would submit the question to the voters of the State.

2. The ballot would be taken at the general election on Tuesday after the first Monday in November, 1928.

3. If the proposition should be ratified, the General Assembly of 1929 would set up the necessary legislative machinery to put it into full force and effect.

4. A minimum eight months term would go into operation for the first time in the school year 1929-1930.

Does not the mere statement of this plan show that the people would have ample time to think it over before rendering their decision? Is there any chance for undue haste when dealing with the constitution? It can only be done after the most mature deliberation. One time done, however, it can be undone only by the same slow moving machinery.

Administrative Implications

How would an eight months term fit into what we now have? Will the present structure stand the addition of two additional months to the minimum term?

The legislative principle under which we now operate is sound and in line with good State school administration. It is true that the State as a whole at no time within our history has put enough money into the public schools to make the burden of support bear equally on all the people. That can be remedied, however, at any time if the people want it done. The fact that the State has not contributed its proportionate part of the cost, does not invalidate the legal structure under which we operate because the difficulty is so easily remedied.

If we go to an eight months term with our present legal machinery, the State will, without question, be called upon to carry a much larger proportion of the total burden than it now provides.

The constitution provides a minimum term, but it nowhere forbids the people of any community or city from proceeding at their own expense as far as the voters say. If every child is provided with a six months term, the General Assembly has, in my opinion, met the constitutional injunction placed upon it for a general and uniform system of public schools up to that minimum. It is this belief that causes me to raise the question of increasing this minimum.

The great inequalities in public education in North Carolina have arisen from permissive legislation—based upon the idea of local self control—which seems to me to be a fairly good brand of democracy.

Permissive legislation means that after the schoolhouse door shall have been kept open for at least six months to meet the constitutional requirement, unlimited authority is granted to the majority of the qualified voters to open it for a longer term if they so desire.

The Effect of an Eight Months Term on the Total School Situation

Whether there is an educational need for additional school facilities or not depends upon our educational standards and the goal toward which we hope our civilization is moving. If we are willing for North Carolina to assume an indifferent place among the states of the union, then we can afford to be satisfied with what we have. On the other hand, if we wish to keep abreast of the civilization that is developing all around us, our educational system must move forward without delay or hesitation. Our present educational system, when considered as a whole and on a State-wide basis, is incapable of performing the task laid out for it. It is weak at many places and must be greatly strengthened.

The most fundamental weakness, in my opinion, is the short school term—along with which inevitably go a great many concomitant weaknesses. If we attack the outstanding problems one at a time, we come at once face to face with the great underlying weakness of the limited term. Whether this effort is to supply better teaching, better supervision, better classification of pupils, better schemes of promotion, better high school facilities, better organization, or better administration, the short term is the stone wall against which we butt our heads in a vain endeavor to proceed. The main attack should, therefore, be made upon the greatest stronghold of ignorance and illiteracy. Once this is captured, all the rest will be merely a clean-up campaign. It takes time to do any great job well. This is true in giving instruction to children with the hope and effort of making out of them loyal and efficient citizens. The time element must be supplied or we fail in our main effort to that extent.

Perhaps an enumeration of the specific results coming from a minimum term of eight months might not be amiss.

1. It will enable school boards to improve the teaching force by employing better trained and more experienced teachers. This is the very heart of the matter. A competent teacher in every school room would in one generation revolutionize the intellectual life of the State.

2. It will enable elementary children to complete the first seven grades, before the economic pressure forces many of them out of school. That alone would raise the general level of training of our citizenship from two to three years of schooling.

3. It would open the doors of the high school to fifty thousand white boys and girls in North Carolina that are not now in reach of such institutions. By this act they would be brought into touch with the great world outside, and the magic touch of this opportunity will inspire them and transform for them their entire outlook on life.

4. It will reach out and touch with hope the 375,000 children who are now neglected and forgotten. What may we hope for in the future when so large a percentage of our future citizenship is provided with such meagre school facilities?

This eight months school term is a most far reaching question. It is a question essentially for the people themselves to answer. If they as a whole do not want it, there is nothing to be done about it. If they want it, it will come speedily. No single class or group of men can do it. It will take the combined efforts of all the forward looking people in every calling to do this momentous task.

My faith in the people of North Carolina leads me to believe that they will decide this question in the affirmative if it is placed fairly before them. This faith of mine is based upon the progressive spirit of the people of North Carolina, which is evident to the most casual observer in every undertaking and enterprise upon which they are now engaged.

WEDNESDAY—NOVEMBER 10

NORTH CAROLINA DAY

WHAT CONSTITUTES A STATE?

What constitutes a state?
  Not high-raised battlement or labored mound,
Thick wall or moated gate;
  Not cities proud with spires and turrets crowned;
Not bays and broad-armed ports,
  Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
  Where low-browed baseness wafts perfume to pride.
No: Men, high-minded Men,
  With powers as far above dull brutes endued,
In forest, brake, or den,
  As beasts excel cold rocks and brambles rude:
Men who their duties know,
  But know their rights and, knowing, dare maintain;
Prevent the long aimed blow,
  And crush the tyrant while they rend the chain:
These constitute a state.

—*William Jones*

THE MEN TO MAKE A STATE

The men, to make a State, must be intelligent men. The right of suffrage is a fearful thing. It calls for wisdom, and discretion, and intelligence, of no ordinary standard. It takes in, at every exercise, the interests of all the nation. Its results reach forward through time into eternity. Its discharge must be accounted for among the dread responsibilities of the great day of judgment. Who will go to it blindly? Who will go to it passionately? Who will go to it as a sycophant, a tool, a slave? How many do! These are not the men to make a state.

The men, to make a State, must be honest. I do not mean the men that would never steal. I do not mean men that would scorn to cheat in making change. I mean men with a single tongue. I mean men that consider always what is right, and do it at whatever cost. I mean men whom no king on earth can buy. Men that are in the market for the highest bidder; men that make politics their trade, and look to office for a living; men that will crawl, where they cannot climb—these are not the men to make a state.

The men, to make a State, must be brave men. I mean the men that walk with open face and unprotected breast. I mean the men that do, but do not talk. I mean the men that dare to stand alone. I mean the men that are today where they were yesterday, and will be there tomorrow. I mean the men that can stand still and take the storm. I mean the men that are afraid to kill, but not afraid to die. The man that calls hard names and uses threats; the man that stabs, in secret, with his tongue or with his pen; the man that moves a mob to deeds of violence and self-destruction; the man that freely offers his last drop of blood, but never sheds the first—these are not the men to make a state.

The men, to make a State, must be religious men. To leave God out of states, is to be atheists. I do not mean that men must cant. I do not mean that men must wear long faces. I do not mean that men must talk of conscience, while they take your spoons. I speak of men who have it in their heart as well as on their brow. The men that own no future, the men that trample on the Bible, the men that never pray, are not the men to make a state.

The men, to make a State, are made by faith. A man that has no faith is so much flesh. His heart is a muscle; nothing more. He has no past, for reverence; no future, for reliance. Such men can never make a state. There must be faith to look through clouds and storms up to the sun that shines as cheerily, on high, as on creation's morn. There must be faith that can afford to sink the present in the future; and let time go, in its strong grasp upon eternity. This is the way that men are made, to make a State.

The men, to make a State, are made by self-denial. The willow dallies with the water, draws its waves up in continual pulses of refreshment and delight; and is a willow, after all. An acorn has been loosened, some autumnal morning, by a squirrel's foot. It finds a nest in some rude cleft on an old granite rock, where there is scarcely earth to cover it. It knows no shelter, and it feels no shade. It asks no favor, and gives none. It grapples with the rock. It crowds up towards the sun. It is an oak. It has been seventy years an oak. It will be an oak for seven times seventy years; unless you need a man-of-war to thunder at the foe that shows a flag upon the shore, where freemen dwell; and then you take no willow in its daintiness and gracefulness; but that old, hardy, storm-stayed and storm-straightened oak. So are the men made that will make a state.

The men, to make a State, are themselves made by obedience. Obedience is the health of human hearts: obedience to God; obedience to father and to mother, who are, to children, in the place of God; obedience to teachers and to masters, who are in the place of father and of mother; obedience to spiritual pastors, who are God's ministers! and to the powers that be, which are ordained of God. Obedience is but self-government in action; and he can never govern men who does not govern first himself. Only such men can make a state.—*George Washington Doane.*

SOME MEN WHO HELPED TO MAKE NORTH CAROLINA

The primary purpose in an observance of the day is to teach love for the State, a pride in its past and a faith in its future possibilities. It is suggested that certain men who have helped make the State be selected for study. Students should study their lives and write brief biographical sketches or be able to make short talks. The following men are suggested for study this year. Another group may be selected for study next year.

Hugh Wadell.
Richard Caswell.
William Richardson Davie
Zebulon Baird Vance.
Calvin Henderson Wiley.
Charles Duncan McIver.
Some Men of the Present Day.

Note. Material on the lives of the above men may be had from:
Connor—Makers of North Carolina History.
Hill—Young People's History of North Carolina.

POEMS

By North Carolina Writers about North Carolina

TO OUR STATE

All hail to thee, our good old State, the noblest of the band
Who raised the flag of liberty in this our native land!
All hail to thee! thy worthy sons were first to spurn the yoke;
The tyrant's fetters from their hands at Mecklenburg they broke.
No coward foresight they possess'd, on peril's brink to pause,
Nor waited for a sister State to lead in freedom's cause.
"Our lives, our fortunes," was the cry; "our honor and our all,
We lay upon our country's shrine, in answer to her call."
From every heart there rose a shout, "No longer will we lie
Submissive at the tyrant's feet: We'll conquer or we'll die;
For freedom and our liberties we'll brave proud England's host!"
"Kings Mountain," "Guilford Court House" prove it was no braggart's
boast.
There England found a worthy foe her far-famed steel had met;
Firm as the rock our fathers stood and cross'd the bayonet;
Lock'd in the fierce embrace of steel they bravely met their death,
Each bore his foeman to the ground, then yielded up his breath.
Brave sons of Carolina, I bid you, in her name,
Devote your time and talents to preserve her well-earned fame.
You are scatter'd through the Union, and, by your sterling worth,
Are enriching every State save that which gave you birth.
Whatever your condition, wherever you are found,
In the ranks of the mechanic, or as tillers of the ground,
Among the learn'd professions, in the legislative hall,
As sailors or as soldiers, ye excel in each and all.
For steady perseverance, for honesty and truth,
The sons of Carolina are famous from their youth.
Then why desert your home-land where first your ardent soul
Flash'd forth the fire of genius unfetter'd by control?
Why leave her peaceful bosom, her rich and fertile soil,
To seek an El Dorado, for gold to dig and toil?
Ah! deep beneath her surface she hideth many an ore,
Rich gold as pure as Ophir or California's shore.
You are greatly wanting in the noble pride of State,
Or you would not thus desert her and leave her desolate.
Ye youth of Carolina, I call upon you now
To add one single jewel to the crown upon her brow.
You are entering, from her schools, the battle-fields of life,
And her fostering care has arm'd you right nobly for the strife;
Walk onward, then, to glory; seek literary fame,
And with the pen of history write Carolina's name.

—*Mary Bayard Clarke.*

I LOVE MY NATIVE STATE

I love thee, fairest of all lands, my home,
From lonely Hatteras where the breakers come
To where reared in the heavens, stands thy Dome,
North Carolina!

The world is loth to give thee what is just;
Upon thy bosom sleeps, unmourned, the dust
That ever will be a nation's sacred trust,
North Carolina!

When others faltered, yearning to be free,
Then who first dared to strike for liberty,
A foe whose empire stretched o'er every sea?
North Carolina!

Were I as loud-voiced as Euroclydon,
I'd tell to earth's far ends in thunder-tone
That others wear the laurels thou hast won,
North Carolina!

For men to mock thee sets my soul on fire,
Who would deride thee would deride the sire
That braved earth's storms for food and attire,
North Carolina!

Till wizened Time shall pen his latest dates,
Long as the sea chafes at thy granite gates,
Thy valiant deeds shall live, thou State of States,
North Carolina!

—*H. J. Stockard.*

CAROLINA, OUR PRIDE

Carolina, the pride of my bosom,
Carolina, the land of the free,
Carolina, the land of my fathers,
Carolina, my song is of thee.
From Mitchell, the pride of the mountains,
To Hatteras, the dread of the sea,
The sunshine of liberty gladdens
And tyranny trembles at thee.

Her honor is high as the summit
Of Mitchell, her loftiest peak,
Her vigor is that of the Roman,
Her spirit is that of the Greek.
Her daughters are bright as the sunshine
That lightens the hills of the west,
And fair as the rose of the valley
That blushes and blooms on her breast.

On her vine-clad sands of the ocean,
Where Manteo greeted the whites,
Was laid the first arches of empire
And freedom looked down from its heights.

She felt the first tread of the Angle
And Saxon to people this land,
Tho' rude was the welcome she gave them,
And rough the fierce gale on her strand.

What tho' the grim hand of disaster
Swept over the island and sea;
There's ever a charm in the story
That tells of a Raleigh to me.
In mystery deep and unfathomed
And dark as the depths of the sea,
More mute than the symbols of Egypt
Is "Croatan" carved on a tree.

On her shore by the sweep of the billow,
Where the sea gulls mingle their cries,
The babe of the Angle and Saxon
First opened her innocent eyes,
And saw the foundations of empire,
Surpassing the grandeur of Rome,
Now spanned by arches of glory,
A wonder for ages to come.

Away with the ruthless insulter
Her honor would sully and stain;
The stone that the builders rejected
Is the beauty and strength of her fame.
She was first in the battle for freedom,
First to close tyranny's gates,
First in the heart of her children,
A pillar of cloud in the States.

From the lakes of the North she has battled
Wherever her captains have led;
To the gates of the Montezumas,
She numbers by thousands her dead.
Sublime as her martial glory
She asks an unending release,
That shouts of her soldiers forever
Be hushed in the anthems of peace.

The east and the west are united
By bands of iron and steel,
And doctors of progress, excited,
Her pulse are beginning to feel.
Hamlets are springing like magic,
The deserts beginning to bloom,
The "strip of land south of Virginia"
Is humming with spindle and loom.

Then forward and upward our motto,
And never look backward nor stop,
The base of the summit tho' crowded
Is never so full at the top.
Hurrah! Carolina, forever,
A glorious destiny waits
Carolina, the cradle of freedom,
The noblest of all the great States.

—*Thomas W. Harrington.*

AN ACROSTIC RECITATION—NORTH CAROLINA

No other land beneath the skies,
O'er which the flag of freedom flies,
Rich though it be in wealth of gold,
Though its beauty be yet untold,
High though its fame like mountains rise,

Can ever be to us so great
As our own dear native State,
Round which our hearts so fondly cling,
Of which our tenderest songs we sing.
Let all her sons and daughters be
Inspired with love for her, as we.
Now join us in the song we raise,
And sing dear NORTH CAROLINA'S praise.

Note: This is a recitation for thirteen children. Each should have a letter about eight or ten inches long made from stiff cardboard and covered with gold or silver paper. Let the letters be suspended from their shoulders and when children are placed in order the word, NORTH CAROLINA, is read.

A SUGGESTED PROGRAM

Song—The Old North State.

An Acrostic—NORTH CAROLINA.

Reading—The Men to Make a State—Doane.

Biographical Sketches of some outstanding North Carolinians.

Reading on the North Carolina State Flag.
Ed. Pub. No. 92. Program of Exercises for North Carolina Day, October 12, 1925. State Department of Education, Raleigh, N. C.

Reading on the Great Seal of North Carolina.
Ed. Pub. No. 92. State Department of Education, Raleigh, N. C.

Poem—from selection of North Carolina writers about North Carolina. —(This bulletin.)

Song—Ho! for Carolina.

THURSDAY—NOVEMBER 11

ARMISTICE DAY

INTERNATIONAL GOOD WILL

In the promotion of the observance of Armistice Day, the school has an excellent opportunity to render important service to the community. If there is a Legion Post in the community, the school and the Legion should coöperate in the program. In those communities where there is no Post of the Legion, the school should act as host to the War Veterans. It is suggested that the children write invitations to every ex-soldier, inviting him to visit the school that day, and to participate in the program. Poster and essay contests should be conducted to arouse interest in the Day.

By all means make Armistice Day a day for the local hero. If any boy in the community died during the war, a short eulogy of his life should be given and his grave should be decorated.

THE MEANING OF ARMISTICE DAY

(Paul R. Younts, State Commander American Legion)

The American Legion is actively interested in educational advances. We know that while the past determines the present, the Youth determines the future stability of genuine Liberty and hope of truth. True progress depends upon the adequate education of our people.

America celebrates Armistice Day because she entered the War in order that there might be Peace, and the arrival of Peace was the consummation of a victory of a Nation determined to rise to heights of Peace, "though she mounted by a ladder of swords." It was only when the issue became clear that the test was between two diametrically opposite civilizations and that its result would determine which would, therefore, control the course of man's development on earth—brute force or justice. Our Nation arose and poured forth its blood and treasure to preserve what humanity had gained since the Middle Ages and secure the opportunity for future strides toward an ideal civilization.

There was in America neither hatred nor bitterness toward the Central Empires or their peoples. There was a complete realization that their governments were a menace to the attainment of the best for humanity and an obstruction in the pathway of mankind's elevation. With their destruction, the American Soldiers' work was done; to further inflict strife and suffering would have been inconsistent with the ideals and aims for which we struggled and our Comrades died. The Brotherhood of man was no idle phrase to the Soldier, who saw in his adversaries, man sincere, though misguided. He risked, and often lost all, to give to all Nations and peoples, Liberty, Freedom and Peace, and the opportunity to struggle in its own way. We dream of that day when "the war-drum throbs no longer and the battle-flag is furled, in the Parliament of man, the Federation of the world."

The task of the warrior was complete and he rejoiced that he might cease to slay and endeavor to make alive, cease to destroy and aid in construction. It will ever be fitting that we, upon this Anniversary, celebrate the end of destruction and rededicate our lives to the construction and upbuilding and advancement of that better and higher civilization for which we fought, and our Comrades died.

SUGGESTED ARMISTICE DAY PROGRAM

International Good Will

1. Song—America.
2. Prayer—(Reprinted from Soldiers' and Sailors' Prayer Book).

"O God, who art full of compassion, who dwellest on high, grant perfect rest beneath the shelter of Thy divine presence in the exalted places among the holy and pure who shine as of the brightness of the firmament to all who have bravely laid down their lives for their country. We beseech Thee, Lord of compassion, shelter them for evermore under the cover of Thy wings and let their souls be bound up in the bond of eternal life, with the souls of righteousness who are ever with Thee.

"And the work of righteousness shall be peace, and the effect of righteousness, quietness and confidence forever. Nations shall not lift up sword against nations, neither shall they learn war any more. And the glory of the Lord shall be revealed, and all flesh shall see it together. Amen."

3. The Meaning of Armistice Day—by State Commander, American Legion.
4. Poems—In Flanders Fields, by Lieut. Col. John McCrae.

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amid the guns below.
We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe!
To you from falling hands we throw
The torch. Be yours to hold it high!
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields.

America's Answer, by R. W. Lillard.

Rest ye in peace, ye Flanders dead.
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life-blood ran red,
So let your rest be sweet and deep
In Flanders Fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's lights shall never die!
We've learned the lesson that ye taught
In Flanders fields.

5. The Unknown Soldier—Reading—(abridged address of President Warren G. Harding at the burial of the Unknown Soldier at Arlington, November 11, 1921.)

"Mr. Secretary of War, and Ladies and Gentlemen: We are met today to pay the impersonal tribute. The name of him whose body lies before us took flight with his imperishable soul. We know not whence he came, but only that his death marks him with the everlasting glory of an American dying for his country.

"He might have come from any one of the millions of American homes. Some mother gave him in her love and tenderness, and with him her most cherished hopes. Hundreds of mothers are wondering today, finding a touch of solace in the possibility that the nation bows in grief over the body of one she bore to live, and die if need be, for the Republic. If we give rein to fancy, a score of sympathetic chords are touched, for in this body there once glowed the soul of an American, with the aspirations and ambitions of a citizen who cherished life and its opportunities. He may have been a native or an adopted son; that matters little, because they glorified the same loyalty, they sacrificed alike.

"We do not know his station in life, because from every station came the patriotic response of the five million. I recall the days of creating armies, and the departing of caravans which braved the murderous seas to reach the battle lines for maintained nationality and preserved civilization. The service flag marked mansion and cottage alike, and riches were common to all homes in the consciousness of service to country.

"We do not know the eminence of his birth, but we do know the glory of his death. He died for his country, and greater devotion hath no man than this. He died unquestioning, uncomplaining, with faith in his heart and hope on his lips, that his country should triumph and its civilizations survive. As a typical soldier of this representative democracy he fought and died, believing in the indisputable justice of his country's cause. Conscious of the world's upheaval, appraising the magnitude of a war the like of which had never horrified humanity before, perhaps he believed his to be a service destined to change the tide of human affairs.

"In the death gloom of gas, the bursting of shells and rain of bullets, men face more intimately the great God over all; their souls are aflame and consciousness expands and hearts are searched. With the din of battle, the glow of conflict and the supreme trial of courage, comes involuntarily great mystery. On the threshold of Eternity many a soldier, I can well believe, wondered how his ebbing blood would color the stream of human life flowing on after his sacrifice. His patriotism was no less if it craved more than triumph of country; rather it was greater if he hoped for a victory for all human kind. Indeed, I revere that citizen whose confidence in the righteousness of his country inspired belief that its triumph is the victory of humanity.

"This American soldier went forth to battle with no hatred for any people in the world, but hating war and hating the purpose of every war for conquest. He cherished our national rights, abhorred the threat of armed domination, and in the maelstrom of destruction and suffering and death he fired his shot for the liberation of the captive conscience of the world. In advancing toward his objective was somewhere a thought of a world awakened, and we are here to testify undying gratitude and reverence for that thought of a wider freedom.

"On such an occasion as this, amid such a scene, our thoughts alternate between defenders living and defenders dead. A great Republic will be worthy of them both. Our part is to atone for the losses of the heroic dead by making a better Republic for the living.

"Sleeping in these hallowed grounds are thousands of Americans who have given their blood for the baptism of freedom, and its maintenance, armed exponents of the nation's conscience. It is better and nobler for their deeds. Burial here is rather more than a sign of the Government's favor, it is a suggestion of a tomb in the heart of the nation, sorrowing for its noble dead.

"Today's ceremonies proclaim that the hero unknown is not unhonored. We gather him to the nation's breast, within the shadow of the Capitol, of the towering shaft that honors Washington, the great father, and of the exquisite monument to Lincoln, the martyred savior. Here the inspirations of yesterday and the conscience of today forever unite to make the Republic worthy of his death for flag and country.

"Ours are lofty resolutions today, as with tribute to the dead we consecrate ourselves to a better order for the living. With all my heart I wish we might say to the defenders who survive, to mothers who sorrow, to widows and children who mourn, that no such sacrifice shall be again asked.

"I speak not as a pacifist fearing war, but as one who loves justice and hates war. I speak as one who believes the highest function of government is to give its citizens the security of peace, the opportunity to achieve, and the pursuit of happiness.

"The loftiest tribute we can bestow today—the heroically earned tribute—fashioned in deliberate conviction out of unclouded thought, neither shadowed by remorse nor made vain by fancies, is the commitment of this Republic to an advancement never made before. If American achievement is a cherished pride at home, if our unselfishness among nations is all we wish it to be, and ours is a helpful example in the world, then let us give our influence and strength, yet, of our aspirations and convictions, to put mankind on a little higher plane exulting and exalting, with war's distressing and depressing tragedies barred from the stage of righteous civilization.

"There have been a thousand defenses justly and patriotically made; a thousand defenses which reason and righteousness ought to have stayed. Let us beseech all men to join in seeking the rule under which reason and righteousness shall prevail.

"Standing today on hallowed ground, conscious that all America has halted to share in the tribute of a heart and mind and soul to this fellow American, and knowing that the world is noting this expression of the Republic's mindfulness, it is fitting to say that his sacrifice, and that of the millions dead, shall not be in vain. There must be, there shall be, the commanding voice of a conscious civilization against armed warfare.

"As we return this poor clay to its mother soil, garlanded by love and covered with the decorations that only nations bestow, I can sense the prayers of our people, of all people, that this Armistice Day shall mark the beginning of a new and lasting era of peace on earth and good will among men."

6. A Short Address on World Peace, by Commander of local American Legion Post, or some other man who served in the World War.

7. Song—Recessional, by Kipling.

"God of our fathers, known of old—
Lord of our far-flung battle line—
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

"The tumult and the shouting dies—
The captains and the kings depart—
Still stands thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

"Far-called, our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

"If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boastings as the Gentiles use,
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

"For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding, calls not Thee to guard,
For frantic boast and foolish word,
Thy Mercy on Thy People, Lord!"

8. Poem—The Dead Soldier to America.

I was young, and, O God! how I wanted to live!
  The whole of my life lay ahead,
But my country was calling me—needed my strength.
  I went. Seek me now with the dead!
I was young. All the world was a wine to be quaffed,
  Fair love led me on with a smile;
But I died, and you, living, who stand in my place,
  Battle on! Make my dying worth while!

My dreams I laid down on the Altar of Right,
  The blood of my youth stains the clay.
Joyousness, music, hope, memory, love,
  In an instant I cast them away.
Aye, cast them away with a song on my lips,
  Away with a jest and a smile,
But the goddess I fought for is lost in the gloom,
  Struggle on! Make my dying worth while!

I followed no laws save the laws of my land,
  My country I took as my bride,
My leader, my lover, the all of my all,
  I wedded her, kissed her, and died.
To you who go forward from where I left off,
  Though dark be the pathway each mile,
The torch I have lit will yet flame to the sky,
  Carry on! Make my dying worth while!

9. Decorate the graves of the World War soldiers.

FRIDAY—NOVEMBER 12

KNOW YOUR SCHOOL DAY

"Progressive civilization depends upon progressive education."

SLOGANS

The school is the foundation of democracy.

Schools are the nation's greatest asset.

The better the teacher the better the school.

Adequate school buildings with adequate equipment.

Preparation for modern day life demands a broader course of study.

School work helps the child live better today, tomorrow, and each tomorrow as it comes.

Courses of study and methods of instruction are the business of teachers; but the ideals, aims, and particularly the needs of education are the business of every citizen.

*EDUCATIONAL PROGRESS IN NORTH CAROLINA OVER A TWENTY-FIVE YEAR PERIOD

Items	1899-1900	1919-1920	1924-1925
1. Total school expenditure	$ 1,062,303.71	$12,214,258.20	$ 33,978,063.68
2. Expenditure, current expense	1,004,903.09	9,568,743.10	21,030,810.23
3. Expenditure, capital outlay (School buildings)	57,400.62	2,645,515.10	12,947,253.45
4. Value of school property	1,097,564.00	24,057,838.00	70,705,835.00
5. Average value per schoolhouse	158.65	3,009.50	9,964.18
6. Number of log houses	1,190	94	43
7. Number of white one-teacher schools	5,047	2,513	1,457
8. Number of teachers	8,320	16,854	22,248
a. White	5,753	12,970	16,920
b. Colored	2,567	3,884	5,328
9. Average monthly salary paid each teacher	$ 23.46	$ 69.55	$ 103.04
a. White	24.79	75.90	113,28
b. Colored	20.48	46.85	67.70
10. Average term in days	70.8	134.0	145.2
a. White schools	73.3	135.9	148.0
b. Colored schools	65.3	127.4	136.3
11. Average number days in school	83.2	91.8	106.6
a. White pupils	87.7	95.7	112.8
b. Colored pupils	71.2	81.9	91.3
12. Total school population	657,949	840,981	941,483
a. White	439,431	573,736	643,572
b. Colored	218,518	267,245	297,911
13. Total school enrollment	400,452	691,249	809,834
14. Total average daily attendance	206,918	473,552	596,211
15. Per cent of population enrolled	60.9	82.2	86.0
16. Per cent of enrollment in average attendance	51.7	68.5	73.6
17. Number of public high schools	**30	420	712
18. Enrollment in public high schools	**2,000	29,294	73,593
19. Number libraries	----------	----------	3,194
20. Number volumes in libraries	----------	----------	590,273

*From State School Facts, August 15, 1926. **Estimate.

SUGGESTIONS FOR OBSERVING THE DAY

Open House to Parents and Friends—The Parent-Teacher Association should assist in making plans for the day. They should work with the teachers in urging parents and friends to visit the schools.

The observance of Know Your School Day should afford the opportunity the schools should welcome of inviting parents and interested citizens to visit the schools on this day and not only to observe classroom work but opportunity should be provided for the visitors to meet with the teachers in the afternoon or at night to study and discuss school problems and to really know something about their own schools.

Superintendents and principals should plan in every way possible to present school facts in a graphic manner. Material should be mimeographed for distribution and study.

The following questions and items for scoring and study may prove suggestive to those planning to make the day most informational.

School Organization Problems

Study. The plan adopted by the County Superintendent and County Board of Education for the reorganization of the school system in the county.

A comparison of your school system—county, city, or local rural school, with that of other school systems.

The advantages of the larger type of rural consolidated school over the two or three or four teacher school.

The requirements for the standardization of high and elementary schools. Wherein has this school met or failed to meet these requirements? See bulletins No. 102 "Standards for the Elementary Schools of North Carolina" and No. 97 "High Schools of North Carolina" which may be secured from your superintendent of schools.

Questions. Why are city schools generally considered better than rural schools? How have longer terms, better qualified teachers, better buildings and more adequate equipment affected this disparity? Why are city schools in session nine months whereas some of our rural schools have only a six months term? How may well trained teachers be induced to offer their services in rural communities? What steps should be taken to secure better buildings and equipment? If all these "better things" were added to schools, how would they affect pupils' attendance and progress? Ought not the state to guarantee equity of educational opportunity to all its children?

The interest and coöperation of a majority of the people are necessary if substantial and permanent improvements are made. To arouse interest in the schools, to secure definite information of existing conditions the following list of items has been prepared. Different committees might be appointed to study, rate, and report on certain items in the list. It would be best to select a few rather than many features so as to emphasize those which should be brought to the attention of the public.

ITEMS TO SCORE

School and Equipment

Are the school grounds beautified with trees and shrubbery?

Is the playground sufficiently large, fairly level, and well drained?

Is the building in good repair?

Does the lighting meet hygienic requirements? (Window surface one-fifth floor area; light come from one side of room; adjustable shades, light in color; and adequate provision for artificial lighting.)

Does the heating and ventilating equipment meet approved standards?

Are ample provisions made against fire hazards? (Fireproof construction, sufficient exits, doors open outward, fire escapes, fire extinguishers, etc.)

Are the walls and ceilings finished in light tints?

Are the toilets kept in a sanitary condition at all times?

Is pure drinking water provided with sanitary drinking devices?

Are dictionaries, supplementary readers, maps, globes, etc., provided?

Is there material provided for educative seatwork in the primary grades?

Are the desks adjusted in size to the needs of the pupils?

Pupils

What per cent of the total population in your community is enrolled in school?

What per cent of the pupils are enrolled in high school?

What per cent of children enrolled attend each day?

How many days during the year is the school in session?

What is the average number of days attended per year by each pupil enrolled?

What is the average number of years of school life on basis of a 180-day year?

What is the percentage distribution of pupils enrolled in the high school? In the elementary schools?

What per cent of elementary pupils are of normal age? (Allow 2 years for each grade, consider 6 and 7 years as normal for the first grade, 7 and 8 years for the second grade, etc.)

What per cent of elementary pupils are over normal age (retarded)?

What per cent of elementary pupils are under normal age (accelerated)?

What per cent of high school pupils are of normal age?

What per cent of high school pupils are over normal age (retarded)?

What per cent of high school pupils are under normal age (accelerated)?

Note: Parents should seek information on the standing of their own children in their school work, whether they are working to their full capacity and what the parent can do to help his children do better work.

Teachers

Do the majority of the teachers in the elementary grades hold certificates as high as the Primary and Grammar Grade Class C?

Have the superintendent, principals, and supervisors had experience and professional training in their specialized fields of work?

Have most of the teachers taught one or more years?

Is the local tenure of the teachers reasonably long, and are few of them lost due to higher salaries and better living conditions offered them elsewhere?

Are enough young people from the community in teacher-preparing institutions to provide for the local teacher turnover?

Curricular Requirements

Does this school meet curricular requirements for a standard elementary school?

Required Subjects.

The course of study must include:

English (Reading, Language, and Spelling—grades one to seven); Arithmetic—grades one to seven; Geography—grades four to seven;

History (including North Carolina History in the sixth grade)—grades five to seven; Civics—grade seven; Elementary Science—grade seven.

The amount of time specified is required to be given to the following subjects:

Health and Physical Education—grades one to seven, 120 minutes per week.

Writing—grades one to six, 75 minutes per week; grade seven, 45 minutes.

Music—grades one to seven, 75 minutes per week.

Drawing—grades one to seven, 60 minutes.

Standard Tests.

As measured by standardized tests in Spelling, Reading, Writing, and Arithmetic—how does the work of this school compare with others?

Teaching Equipment.

Is this school provided with the minimum teaching equipment required for standard elementary schools?

a. At least three sets of supplementary readers (20 copies in a set) for each grade.

b. Required number of maps and a globe at least 12" in diameter.

c. Dictionaries owned by all pupils in grades four to seven, or at least two dozen dictionaries (owned by school) for each grade—four to seven. A teacher's desk dictionary in each grade—four to seven.

One unabridged dictionary for use in grades four to seven.

d. Library of at least 300 volumes, including required subjects.

e. Special equipment for primary work. (See "Standards for the Elementary Schools.")

School Support

Public schools in North Carolina are supported largely by a county *ad valorem* school tax levy sufficient to meet the constitutional requirements for a minimum term of six months. When the county levy is insufficient, the State aids in the payment of teachers' salaries by what is known as an Equalizing Fund. This fund, which amounted to $1,500,000 during 1924-25, is a direct appropriation from the State Treasury for this purpose. The school fund thus provided is supplemented in a great many school districts through the levy of a local district tax on polls and property to increase the term or supplement teachers' salaries.

The total school expenditure per pupil enrolled for the United States as a whole is $68.02. For Nevada, it is $116.15. For North Carolina, it is $41.96.

In spite of the progress we have made in schools for the past several years it may be seen from the above statement that we fall far short of the average spent in the United States.

School Progress

Has your school improved and adjusted itself to the needs of its environment comparably with progress made in transportation, medicine, household conveniences, farm machinery, industry, business, etc., during the last quarter of a century?

After such ratings, there should be discussions concerning measures and methods of bringing about such improvements as are needed. The value of this report will be materially increased if it includes recommendations by the committee based on their findings. Best results will be obtained by securing the coöperation and approval of the local board of education and the school officers.

Stories Suitable for Telling

The Last Lesson in French—Daudet—in "How to Tell Stories to Children," by Sara Coxe Bryant.

Daffy Down Dilly—in "For the Story Teller," by Carolyn Sherwyn Bailey.

Giant Energy and Fairy Skill—in "In Story-Land," by Elizabeth Harrison.

Plays and Pageants

The Light—by Catherine T. Bryce—Atlantic Monthly Press, Boston.

An educational pageant presenting the work of the schools. Schools may use all or some of the scenes, or it may be adapted to fit local needs.

The Gifts of Nations—by Maud C. Newbury. U. S. Bureau of Education.

A pageant for rural schools. Rural School Leaflet No. 20, 1923.

The Quest of Youth—by Hazel McKaye. U. S. Bureau of Education, Bulletin 1924, No. 33.

A pageant for schools—Traces the purposes of education down through the ages. Two of the scenes in this pageant, "The Little Red School House" and "the School of Today," could be presented to contrast the old methods with present day ideas.

CONSIDER THESE FACTORS

JULE B. WARREN, *Secretary N. C. Education Association*

In connection with the efforts of school people to help the public know its schools there is always a danger that three very important elements will be overlooked when we consider progress made during the past twenty-five years. As a rule we are inclined to look at the enormous increase in the expenditures for public education over this period, and talk to the public about these increases in such a way that the uninformed person is likely to get the idea that we have "arrived" and there is no need for further expenditures.

The mere announcement, for instance, that the expenditures by the state as a whole has increased from a million dollars in 1900 to 33 million dollars last year leaves the public under the impression that we have accomplished so much that there are no other states ahead of us, that there is little left to be done in the way of providing educational facilities for North Carolina children.

Three very important factors need to be considered in an analysis of this increase in expenditures. They are:

1. The increased enrollment.
2. The increased length of term.
3. The decreased purchasing power of the dollar.

The increased enrollment is merely an increase in the school load, an increase in the work that the school dollar has to do. It is unfair to the schools of the state to say that there has been an increase in expenditures over the twenty-five year period without calling attention to the fact that there has been a very large increase in enrollment during that period.

The same is true of the increased length of term. The average business man does not expect to purchase 140 tons of hay for the same price he paid for 100 tons, neither should he expect to purchase 140 days of schooling for his children for the same price he paid for a much smaller number back in 1900.

There are very few people in North Carolina today who fail to take into consideration the fact that there has been an increase in the cost of living where everything other than schools are considered since 1900. There is still a tendency in North Carolina to think of the 1926 dollar as about the equivalent of the 1900 dollar when we merely state the amount of increase in terms of money. The Bureau of Labor in Washington has been keeping track of the purchasing power of the dollar since 1913. It reports that it takes $1.71 to purchase what a dollar bought in 1913. It is not without the range of economic possibilities that it will take two dollars to buy as much today as could be purchased for one dollar in 1900.

It is not the intention of these suggestions to minimize the progress the State has made. It is unfair to the schools, however, merely to state these increases in money without attempting to analyze this increase. One of the best ways of doing this is to work the increases out in percentages somewhat as follows:

Expenditures for maintenance of schools in 1900..............................
Amount necessary to take care of increased enrollment ....
Amount necessary to take care of increased length of term ....
Amount necessary to take care of the decreased purchasing power of the dollar ....
Total amount necessary to take care of these three items and maintain the schools on the same basis as they were in 1900..............

SATURDAY—NOVEMBER 13

COMMUNITY DAY

"Civic unity makes an efficient community."

"When Crew and Captain understand each other to the core,
It takes a gale and more than a gale to put their ship ashore;
For the one will do what the other commands, although they are chilled to the bone,
And both together can live through weather that neither can face alone."

—*Kipling.*

SLOGANS

Children today, citizens tomorrow.
A square deal for the country boy and girl.
Equality of educational opportunity.
A good library for every school.
Public library service for every community.

THE OLD MAN AND HIS SONS

An old man had many sons who were always quarreling. At last the father called them to him. He showed them a bundle of sticks tied together. He said to them, "Break this bundle." Each of the sons tried to break it but could not.

The father untied the bundle and told each son to break one stick. They could do this easily. Then the father said, "If all of you could stand together, no one could do you any harm, but each one separate is as weak as one of the little sticks."

The above fable makes graphic the need of mutual support.

SOME COMMUNITY OBJECTIVES

1. Cultivation of common interests in sports, music, art, and other wholesome fields for the improvement of civic unity.
2. Increased availability of good books through public libraries and library service.
3. Adequately equipped playgrounds.
4. Every school house a community center.

SOME SUGGESTIONS FOR THE OBSERVANCE OF THE DAY

All farm life and community organizations should be asked to help in making plans for the day. Any one of the above objectives or any other suited to the particular needs of the community may serve as a basis of community interest on which to center attention for a community day program.

Need for Library Facilities

The need for library facilities in North Carolina not only in the schools but in communities is so great that this occasion might be used to emphasize this need, to awaken an interest in reading and to take steps to make it possible to make good books available for the children and the people of the community.

Does North Carolina Read?

In an article on "Does North Carolina Read" by Orlando Stone, in the North Carolina Year Book, 1924-25, published at the University of North Carolina, the following items are significant:

In the rank of states in the circulation of 47 well known magazines North Carolina's rank in the United States is forty-third with one magazine for every 8.77 persons. In the United States as a whole, there is one magazine for every 3.97 persons.

North Carolina ranks forty-third in reading daily newspapers with 9.74 inhabitants per paper.

North Carolina ranks last in number of inhabitants per volume in public libraries with 11.17 persons per volume or .07 volume per person. Only 21.7 per cent of the population have access to libraries.

Can we expect people to read in North Carolina when only 21 per cent have access to libraries?

What part can your school and community take in helping improve this condition?

A Suggestive Program

Invite the editor of the leading newspaper or an experienced librarian to make an address on—General Values of Reading.

Topics for discussion:

- Right Use of Books.
- Types of Books Children of Certain Ages Should Read.
- What Can We Do to Make the Best Children's Books Available?
- Guiding the Reading of Children.
- What a Public Library Does for a Community.

"Books are the windows through which the soul looks out."—*H. W. Beecher.*

"Libraries are no longer a luxury but a necessity. A home without books and periodicals and newspapers is like a house without windows.

"No soul be it child or youth or age will fully unlock its own kingdom until it has turned the Key of Books in the lock.

"Beyond the swing of that door lies the whole world.

"Beyond the door of that kingdom of a Human Soul lies Adventure."

Helpful Books

The Use of Books and Libraries in North Carolina—L. R. Wilson. Reprint from Journal of Social Forces, Chapel Hill, N. C.

Why Do We Need a Public Library?—American Library Association, Pub. Board.

Road to Childhood—Moore. Pub. Geo. H. Doran & Co.

The Place of Books in the Life We Live—Stidger.

List of Library Books for the Elementary Schools of North Carolina. Ed. Pub. No. 69—State Dept. Ed. Raleigh, N. C.

Note. (1) Material for the development of this program may be secured from the Library Commission of North Carolina, Raleigh, N. C.

(2) For information about traveling libraries for school and community use, write Mrs. Lillian B. Griggs, Secretary North Carolina Library Commission, Raleigh, N. C.

THE SCHOOL AS A COMMUNITY CENTER

Schools are not for the children alone. We are waking up to the fact that the school is almost the only institution belonging to the community and capable of expressing the higher life. It is poor economy to allow this expensive property to be idle during all the evenings and on days when not used for regular school purposes. The proper use and the proper care of it at all times should mean that a radically new conception of education is beginning to prevail and the community life should be enormously enriched. The schoolhouse is the natural center for such community activities as the following:

For—

Evening schools for adults.

Vacation schools.

Public lectures or entertainments.

Promotion of farm life movements.

Promotion of public health.

Promotion of political and social questions.

Wholesome recreation for men, women and children.

Training in self expression through athletics, music, speech making, discussions and dramatics.

Circulation of library books.

Securing information on questions of human interest through lectures and otherwise.

The results of the proper use of the school as a social and community center should be a closer communion of interests, a community consciousness, and an organized action for the promotion of a better life for every member of the community, a community more moral, more artistic and more economical.

Stories

The following stories bring out the idea of community interest:

The Quails—A Legend of the Jataka. In "A Course in Citizenship," by Cabot and others.

The Little Hero of Harlem. In Bryant's "How to Tell Stories to Children."

The Burning of the Rice Fields. In Bryant's "How to Tell Stories to Children."

The Two Brothers and Their Wheat Fields.

The Palace Built by Music. In "Why the Chimes Rang."

—*Raymond McD. Alden*

EDUCATIONAL PUBLICATION NO. 108 DIVISION PUBLICATIONS NO. 29

DIRECTORY

of the

SCHOOL OFFICIALS

of

NORTH CAROLINA

1926-27

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

CONTENTS

PAGE
Classification of Institutions of Higher Learning 9
Colleges 10
County Boards of Education 19
County Superintendents 19
County Training Schools for Negroes 14
County Treasurers 19
Denominational or Private Colleges—White 10
Denominational or Private Colleges—Colored 11
Department of Public Instruction 4
Directors of Institutional Summer Schools 6
Educational Periodicals 8
Jeans Industrial Supervising Teachers 34
North Carolina Education Association 6
North Carolina Negro Teachers Association 8
Orphanages 15
Preparatory Schools and Principals 14
Private Business Colleges 12
Private Schools for Negroes 16
Rural School Supervisors 35
School Nurses 19
State Board of Education 3
State Board for Vocational Education 3
State Charitable Institutions 12
State Schools for the Deficient and Delinquent 13
Superintendents of Special Charter Schools 17
Superintendents of Public Welfare 19
Teacher Training Departments in High Schools 13
Treasurers of Special Charter Schools 17

DECEMBER 1, 1926

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Sea Shore (Duke University), Oriental, N. C.	T. B. Attmore, Vandemere
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EDUCATIONAL PERIODICALS

THE NORTH CAROLINA TEACHER

(State Teachers' Journal)

Published by the North Carolina Education Association, Raleigh.

THE NORTH CAROLINA HIGH SCHOOL JOURNAL

Published by the University of North Carolina, N. W. Walker, *Editor*, Chapel Hill.

STATE SCHOOL FACTS

Published semi-monthly by the State Superintendent of Public Instruction, Raleigh.

CLASSIFICATION OF INSTITUTIONS OF HIGHER LEARNING IN NORTH CAROLINA

STATE INSTITUTIONS—WHITE

Group A—Four-Year Standard Colleges: **Postoffice**

North Carolina College for Women.....Greensboro, N. C.
J. I. Foust, President
John H. Cook, Professor of Education
North Carolina State College of Agriculture and Engineering,
E. C. Brooks, President Raleigh N. C.
Leon E. Cook, Professor of Education
University of North Carolina.....Chapel Hill, N. C.
H. W. Chase, President
N. W. Walker, Professor of Education

Group B—Four-Year Colleges in Class B: (None)

Group C—Standard Junior Colleges: (None)

Group D—Credit for One Years College Work: (None)

Teachers' Colleges:

East Carolina Teachers College.....Greenville, N. C.
Robert H. Wright, President

Standard Normal Schools:

Appalachian State Normal School.....Boone, N. C.
B. B. Dougherty, President
Chapell Wilson, Professor of Education
Cullowhee State Normal School.....Cullowhee, N. C.
H. T. Hunter, President
C. H. Allen, Professor of Education
East Carolina Teachers College (Two-Year Course).....Greenville, N. C.
Robert H. Wright, President

STATE INSTITUTIONS—COLORED

Group A—Standard Four-Year Colleges: (None)

Group B—Four-Year Colleges in Class B: (None)

Group C—Credit for Two Years College Work:

Agricultural and Technical College.....Greensboro, N. C.
F. D. Bluford, President

Group D—Credit for one Years College Work: (None)

Standard Normal Schools:

Elizabeth City State Normal School.....Elizabeth City, N. C.
P. W. Moore, President
State Colored Normal School.....Fayetteville, N. C.
E. E. Smith, President
Winston-Salem Teachers College.....Winston-Salem, N. C.
S. G. Atkins, President

Unclassified Institutions:

North Carolina College for Negroes.....Durham, N. C.
J. E. Shepard, President

DENOMINATIONAL OR OTHER PRIVATE COLLEGES—WHITE

Group A—Four-Year Standard Colleges:	**Postoffice**
Atlantic Christian College H. S. Hilley, President F. F. Grim, Professor of Education	Wilson, N. C.
Chowan College C. P. Weaver, President Miss Newel Mason, Professor of Education	Murfreesboro, N. C.
Davidson College W. J. Martin, President Frazer Hood, Professor of Education	Davidson, N. C.
Duke University W. P. Few, President Holland Holton, Professor of Education	Durham, N. C.
Elon College W. A. Harper, President O. W. Johnson, Professor of Education	Elon College, N. C.
Flora Macdonald College C. G. Vardell, President Mary M. Conoly, Professor of Education	Red Springs, N. C.
Greensboro College for Women S. B. Turrentine, President D. F. Nicholson, Professor of Education	Greensboro, N. C.
Guilford College Raymond Binford, President D. R. Haworth, Professor of Education	Guilford College, N. C.
Lenoir-Rhyne College H. B. Schaeffer, President G. R. Patterson, Professor of Education	Hickory, N. C.
Meredith College Charles E. Brewer, President H. J. Perry, Professor of Education	Raleigh, N. C.
Queens College W. H. Frazer, President Ethel Abernethy, Professor of Education	Charlotte, N. C.
Salem College Howard E. Rondthaler, President Eleanor B. Foreman, Professor of Education	Winston-Salem, N. C.
Wake Forest College W. L. Poteat, President D. B. Bryan, Professor of Education	Wake Forest, N. C.

Group B—Four-Year Colleges in Class B:	
St. Genevieve of the Pines Mother Albertine Foret, President Mother M. MacSwiney, Professor of Education	Asheville, N. C.

Group C—Standard for Junior Colleges:	
Davenport College Wm. A. Jenkins, President Dorothy Rethlingshafer, Professor of Education	Lenoir, N. C.

Group C—Standard for Junior Colleges—Continued **Postoffice**

Louisburg College............Louisburg, N. C.
A. W. Mohns, President
E. L. Best, Professor of Education

Mars Hill College............Mars Hill, N. C.
R. L. Moore, President
P. C. Stringfield, Professor of Education

Mitchell College............Statesville, N. C.
G. H. Elmore, President
Miss Katherine E. Wilson, Professor of Education

Peace Institute............Raleigh, N. C.
W. C. Pressly, President
Miss Mabel Bacon, Professor of Education

St. Mary's School............Raleigh, N. C.
W. W. Way, President

Weaver College............Weaverville, N. C.
C. H. Trowbridge, President

Wingate Junior College............Wingate, N. C.
J. B. Huff, President
W. O. Kelly, Professor of Education

Group D—Credit for One Years College Work:

Carolina College............Maxton, N. C.
E. J. Green, President

Rutherford College............Rutherford College, N. C.
W. F. Starnes, President
A. R. Reap, Professor of Education

Standard Normal Schools:

Asheville Normal and Associated Schools............Asheville, N. C.
John E. Calfee, President

Unclassified Institutions:

Belmont Abbey College............Belmont, N. C.
Rev. Stanislaus Bethel, President

Campbell College............Buie's Creek, N. C.
Rev. J. A. Campbell, President

Catawba College............Salisbury, N. C.
Elmer Hoke, President

Concordia College............Conover, N. C.
O. W. Kreinheder, President

High Point College............High Point N. C.
R. M. Andrews, President

Montreat Normal School............Montreat, N. C.
Rev. R. C. Anderson, President

Pineland School for Girls............Salemburg, N. C.
Rev. and Mrs. W. J. Jones, Presidents

DENOMINATIONAL OR OTHER PRIVATE COLLEGES—COLORED

Group A—Four-Year Standard Colleges:

Johnson C. Smith University............Charlotte, N. C.
H. L. McCrorey, President
T. S. Jackson, Professor of Education

Group A—Four-Year Standard Colleges—Continued **Postoffice**

Shaw University...Raleigh, N. C.
Joseph L. Peacock, President
Brooks Dickens, Professor of Education

Group B—Four-Year Colleges in Class B:

Livingstone College...Salisbury, N. C.
W. J. Trent, President
G. D. Wilson, Professor of Education

Group C—Credit for Two Years College Work:

St. Augustine's School...Raleigh, N..C.
Edgar H. Goold, President
Everett W. Johnson, Professor of Education

Group D—Credit for One Years College Work:

Bennett College...Greensboro, N. C.
David D. Jones, President
Miss Sidney E. Hughes, Professor of Education

Unclassified:

Kittrell College...Kittrell, N. C.
George A. Edwards, President

The Joseph Keasby Brick Junior College...........................Bricks, N. C.
W. H. Holloway, Acting Dean

INDIAN HIGH SCHOOL
(State Institution)

Cherokee Indian Normal School..Pembroke, N. C.
S. B. Smithey, Principal

PRIVATE BUSINESS SCHOOLS AND COLLEGES

Chess Hardbarger's Secretarial School, Raleigh.
Durham Business College, Durham.
Gastonia Business College, Gastonia.
Georgia Carolina School of Commerce, Goldsboro.
Ives Business College, North Wilkesboro.
Kings Business College, Charlotte, Greensboro, and Raleigh.
Miss Price's Business College, Charlotte.
Sanford Business College, Sanford.
Southern Business College, High Point.

STATE CHARITABLE INSTITUTIONS

State Hospital at Raleigh...Albert Anderson, Raleigh
State Hospital at Morganton.....................................John McCampbell, Morganton
State Hospital at Goldsboro......................................W. C. Linville, Goldsboro
North Carolina Sanatorium for the Treatment of Tuberculosis, P. P. McCain, Sanatorium.
North Carolina Orthopedic Hospital...........................Robert B. Babington, Gastonia
Oxford Orphanage...R. L. Brown, Oxford

North Carolina Orphanage for the Colored Race, Henry P. Cheatham, Oxford.

Soldiers Home......W. T. Mangum, Raleigh

Confederate Woman's Home......Mrs. M. B. Beaman, Fayetteville

STATE SCHOOLS FOR THE DEFICIENT AND DELINQUENT

North Carolina School for the White Blind and for the Colored Blind and Deaf......G. E. Lineberry, Raleigh

North Carolina School for the Deaf......E. McK. Goodwin, Morganton

Stonewall Jackson Manual Training and Industrial School, Charles E. Boger, Concord.

Caswell Training School......Dr. W. H. Dixon, Kinston

Eastern Carolina Industrial Training School for Boys, S. E. Leonard, Rocky Mount.

Morrison Industrial School for Negro Boys......Rev. L. L. Boyd, Hoffman

State Home and Industrial School for Girls and Women, Miss Agnes B. McNaughton, Samarcand.

TEACHER TRAINING DEPARTMENTS IN HIGH SCHOOLS

County	*School*	*Instructor*	*H. S. Prin. or Superintendent*
Ashe	Virginia-Carolina	Miss Jonnie Gore Grassy Creek, N. C.	R. E. L. Plummer Crumpler, N. C.
Carteret	Atlantic	Miss Mabel Evans Atlantic, N. C.	F. L. Stroupe Atlantic, N. C.
Catawba	Catawba County Farm-life	Miss Pattie Dowell Newton N. C., R.F.D.	R. O. Whitener Newton, N. C.
Chatham	Pittsboro	Miss Berta P. Coltrane Pittsboro, N. C.	A. V. Nolan Pittsboro, N. C.
Cleveland	Shelby	Miss Mary Keller Shelby, N. C.	I. C. Griffin Shelby, N. C.
Columbus	Whiteville	Miss Juanita McDougald Whiteville, N. C.	G. O. Rogers Whiteville, N. C.
Davidson	Churchland	Miss Mary Moyle Linwood, N. C., R.F.D.	W. C. Harward Linwood, R.F.D.
Iredell	Harmony	Miss Florence Holton Harmony, N. C.	R. H. Lankford Harmony, N. C.
Macon	Franklin	Miss Helen Burch Franklin, N. C.	G. L. Houk Franklin, N. C.
Moore	Sandhill Farm-life	Miss Meta Liles Vass, N. C.	R. G. Hutcheson Vass, N. C.
Rowan	Rowan County Farm-life	Miss Maurie Simpson Miss Virginia Porter China Grove, N. C.	E. D. Johnson China Grove, N. C.
Sampson	Salemburg	Miss Lillian Nance Salemburg, N. C.	R. R. Cusick Salemburg, N. C.
Wake	Cary	Miss Louise Gill Cary, N. C.	M. B. Dry Cary, N. C.

COUNTY TRAINING SCHOOLS FOR NEGROES

County	*Superintendent*	*Address*
Alamance	J. F. Gunn	Burlington
Beaufort	Wm. A. Keys	Pantego
Bertie	C. G. White	Powellsville
Bladen	J. S. Bowser	Clarkton
Brunswick	J. W. Barbour	Southport
Cleveland	T. K. Borders	Shelby
Columbus	C. O. Howell	Whiteville
Craven	Nathan A. Cheek	James City
Davidson	Benj. A. Bianchi	Lexington
Duplin	E. A. Hemby	Faison
Gates	T. S. Cooper	Sunbury
Greene	Julian A. Prince	Snow Hill
Halifax	F. B. Syphax	Weldon
Harnett	W. D. Gay	Dunn
Hertford	C. S. Brown	Winton
Hyde	W. E. Knight	Scranton
Johnston	A. J Taylor	Smithfield
Martin	W. C. Chance	Parmele
Moore	A. C. Pinckney	Carthage
Nash	D. A. Thomas	Nashville
Northampton	W. L. Greene	Garysburg
Orange	B. L. Bozeman	Chapel Hill
Pamlico	J. A. Darmen	Bayboro
Pender	T. T. Ringer	Rocky Point
Perquimans	I. S. Leece	Winfall
Person	Charles J. Ford	Roxboro, R.F.D.
Pitt	W. J. McLean	Grimesland
Robeson	Sanford P. Bradby	Maxton
Sampson	M. D. Coley	Clinton
Scotland	J. A. Kirk	Hasty
Stanly	E. H. Miller	Albemarle
Wake	E. A. Cox	Method
Warren	G. E. Cheek	Wise
Wilkes	G. L. Eggleston	Wilkesboro

PREPARATORY SCHOOLS AND PRINCIPALS

Albemarle Normal and Industrial Institute (Girls)	Katie B. Pridgen, Albemarle
Alderman's Select School	Miss Mary Alderman, Wilmington
Asheville School (Male)	George Jackson, Asheville
Bingham School (Male)	Col. S. R. McKee, Asheville
Blue Ridge School for Boys	J. R. Sandifer, Hendersonville
Boiling Springs High School (Mixed)	J. D. Huggins, Shelby, R.F.D.
Brevard Institute	O. H. Orr, Brevard
Carolina Industrial School	Mrs. Jeanette P. Damon, Watha
Elise High School	Allen Jones, Jr., Hemp
Farm School, Asheville	L. H. Burch, Asheville
Fassifern School (Girls)	J. R. Sevier, Hendersonville
Fruitland Institute	N. A. Melton, Hendersonville
Glade Valley High School	E. B. Eldridge, Glade Valley
Haywood Institute	P. A. Roberts, Clyde
Jefferson School	G. B. Price, Jefferson
Lee School for Boys	J. A. Peoples, Blue Ridge
Lees McRae Institute (Boys)	T. W. Clapp, Plumtree

Lees McRae Institute (Girls)	Rev. Edgar Tufts, Banner Elk
Montreat Normal School	S. L. Woodward, Montreat
Mount Amoena Seminary (Girls)	Rev. J. H. C. Fisher, Mount Pleasant
Mountain View Institute	S. J. Honeycutt, Hays
Oak Ridge Institute (Male)	T. E. Whitaker, Oak Ridge
Pineland School for Girls, H. S.	Rev. and Mrs. W. J. Jones, Salemburg
Sacred Heart Academy (Girls)	Sister Mary Bride, Belmont
Stanley-McCormick School	Leroy F. Jackson, Burnsville
St. Genevieve's Academy (Girls)	Madame M. Monk, Asheville
St. Mark's Parochial School	Rev. Father Dennen, Wilmington
St. Mark's Parochial School	Father M. A. Irwin, Newton Grove
St. Mary's Academy	Stanislaus Bethel, Belmont
Sylva Collegiate Institute	J. C. Hough, Sylva
The Collegiate Institute (Male)	G. F. McAlister, Mount Pleasant
Valle Crucis Mission School	Bishop Horner, Valle Crucis
Washington Collegiate Institute	M. O. Fletcher, Washington
Yadkin Collegiate Institute	W. P. Totten, Yadkin College
Yadkin Mineral Springs Academy	Miss Nora P. Eddins, Palmerville

ORPHANAGES

Alexander Home	Mrs. Fannie Sharpe, Supt., Charlotte
Baptist Orphanage	Rev. M. L. Kesler, Supt., Thomasville
*Buncombe Children's Home	Miss Emma Donoho, Asheville
*Children's Home Society	John J. Phoenix, Supt., Greensboro
Christian Orphanage	Chas. D. Johnson, Supt., Elon College
Eleida Home	Rev. L. B. Compton, Supt., Asheville
Falcon Orphanage	J. A. Culbreth, Supt., Falcon
Freewill Baptist Home	C. G. Pope, Supt., Middlesex
Grandfather Orphans Home	Rev. J. W. Holcomb, Supt., Banner Elk
Junior League Baby Home	Mrs. E. T. Cansler, Charlotte
Junior Order Orphanage	High Point
*Juvenile Relief Home	Mrs. George Norfleet, Winston-Salem
Kennedy Home	R. H. Hough, Kinston
Maxwell Orphanage	J. E. Lancaster, Franklin
Memorial Industrial School (Col.)	Rev. J. W. Poindexter, Supt., Winston-Salem
Methodist Children's Home	Rev. Chas. A. Wood, Supt., Winston-Salem
Methodist Orphanage	Rev. A. S. Barnes, Supt., Raleigh
Methodist Protestant Children's Home	Rev. E. A. Loudermilk, Supt., High Point
Mountain Orphanage	Carl Brindley, Supt., Black Mountain
Nazareth Orphanage	Rev. Geo. A. Woods, Supt., Nazareth
Nazareth Orphan's Home	W. H. McNairy, Supt., Rockwell
Odd Fellows' Home	Charles H. Warren, Supt., Goldsboro
Oxford Colored Orphanage	Henry P. Cheatham, Supt., Oxford
Oxford Orphanage	R. L. Brown, Supt., Oxford
Presbyterian Orphans Home	Joseph B. Johnston, Barium Springs
Pythian Home	R. D. Jenkins, Supt., Clayton
St. Ann's Orphanage	Sister M. Bride, Supt., Bemont
Thompson Orphanage	Rev. W. H. Wheeler, Supt., Charlotte
*Wright's Refuge	Miss Alice Pirie, Durham

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*Child-placing institutions.

PRIVATE SCHOOLS FOR NEGROES

Albion Academy	J. A. Savage, Franklinton
Allen Home School	Miss Veda Stryker, Asheville
Burgaw Colored High School	C. F. Pope, Burgaw
Christian College	W. R. Collins, Franklinton
Eastern N. C. Industrial Academy	William Sutton, New Bern
Henderson Institute	J. A. Cotton, Henderson
Immanuel Lutheran Academy and Theological Seminary	H. Nau, Greensboro
Kinston College	L. E. Rasbury, Kinston
Laurinburg High and Industrial Institute	E. M. McDuffie, Laurinburg
Lincoln Academy	W. E. Ricks, Kings Mountain
Mary Potter School	G. C. Shaw, Oxford
Palmer Memorial Institute	Mrs. C. Hawkins Brown, Sedalia
Peabody Academy	J. K. Hilyard, Troy
Scotia Seminary	T. R. Lewis, Concord
Thompson Institute	W. H. Knuckles, Lumberton

SUPERINTENDENTS AND TREASURERS OF SPECIAL CHARTER SCHOOLS

Address	*Superintendent*	*Treasurer*
Aberdeen	A. S. Ballard	H. A. Page, Jr.
Albemarle	M. S. Beam	M. A. Boger
Andrews	J. G. Allen	Clyde H. Jarrett
Asheboro	R. J. Hilker	W. J. Gregson
Asheville	W. L. Brooker	E. G. Thompson
Ayden	J. E. Sawyer	A. T. Moore
Beaufort	Robt. L. Fritz, Jr.	W. L. Stancil
Benson	H. C. Renegar	First Nat. Bank of Benson
Bessemer City	John H. Floyd	Carl. G. Carpenter
Burlington	C. C. Haworth	J. P. Montgomery
Canton	A. J. Hutchins	R. D. Coleman
Carthage	O. B. Welch	P. K. Kennedy
Chapel Hill	L. R. Sides	R. A. Eubanks
Charlotte	H. P. Harding	Miss Emma Belle Cheek
Cherryville	Joe R. Nixon	W. B. Rhyne
Clayton	B. F. Hassell	Aubrey S. Gattis
Clinton	P. S. White	Bank of Sampson
Concord	A. S. Webb	B. E. Harris
Davidson	H. L. Elliott, Jr.	Dr. J. M. McConnell
Dunn	J. Shepard Bryan	J. Shepard Bryan
Durham	F. M. Martin	C. B. Alston
East Bend	H. B. Shore	H. M. Wilhelm
East Spencer	R. Lee Trexler	W. P. Harrison
Edenton	John A. Holmes	W. H. Ward
Elizabeth City	S. L. Sheep	C. H. Twiddy
Elkin	J. H. Allred	Mrs. Marion Lillard
Elm City	P. T. Fugate	K. B. Bailey
Enfield	Claude L. Ives	Miss Mary Collins
Faison	H. T. Ray	J. J. Gibbons
Fayetteville	Harry Howell	David Gaster
Franklinton	Hoy Taylor	Citizens Bank
Franklinville	M. L. Neal	J. T. Buie
Fremont	C. B. Thomas	Cutlar Lee
Gastonia	W. P. Grier	R. C. Patrick
Gibson	C. Grigg	W. N. McKenzie
Glen Alpine	W. T. Byrd	N. O. Pitts
Goldsboro	O. A. Hamilton	Miss Blanche Parrott
Graham	M. E. Yount	Charles A. Thompson
Granite Falls	Walter R. Schaff	E. E. Moore
Greensboro	Frederick Archer	E. G. Sherrill
Greenville	J. H. Rose	James C. Tyson
Hamlet	Frank L. Ashley	S. O. Bauersfeld
Haw River	J. D. Barber	Mrs. J. R. Aldridge
Henderson	E. M. Rollins	First Nat. Bank
Hendersonville	A. W. Honeycutt	Wiltshire Griffith
Hickory	R. W. Carver	R. W. Carver
High Point	T. Wingate Andrews	Dr. D. A. Stanton
Kernsville	R. A. Sullivan	James J. Griffith
Kings Mountain	J. Y. Irvin	Charles G. Dilling
Kinston	K. R. Curtis	W. A. Moore
Laurinburg	S. W. Rabb	T. J. Gill
Lenoir	C. S. Warren	J. W. Whisnant

Address	*Superintendent*	*Treasurer*
Lexington	J. H. Cowles	S. A. DeLapp
Lincolnton	Wiley M. Pickens	J. Frank Love
Louisburg	W. R. Mills	W. R. Mills
Lucama	A. B. Culberson	S. E. High
Lumberton	W. B. Crumpton	J. P. Russell
Madison	J. C. Lassiter	J. O. Ragsdale
Marion	C. W. E. Pittman	J. E. Neal
Maxton	C. L. Green	McKay McKinnon
Mebane	Joe P. Moore	S. G. Morgan
Mocksville	E. C. Staton	R. B. Sanford
Monroe	George W. Bradshaw	Bank of Union
Mooresville	H. C. Miller	Roy K. McNeely
Morehead City	H. L. Joslyn	W. J. Plint
Morganton	D. W. Maddox	J. S. Rogers
Morven	J. F. Lowrence	H. G. Huntley
Mount Airy	Jos. H. Hurst	F. M. Poore
Mount Olive	J. O. Bowman	H. M. Cox
Murphy	Bryan W. Sipe	M. W. Bell
New Bern	H. B. Smith	A. L. Hibbard
Newton	W. S. Snipes	G. A. Warlick, Jr.
North Wilkesboro	Horace Sisk	S. L. Pardue
Oxford	C. G. Credle	R. H. Lews
Pilot Mountain	M. C. Campbell	I. M. Gordon
Plymouth	James W. Norman	George W. Hardison
Raleigh	H. F. Srygley	J. M. Mangum
Reidsville	J. H. Fleming	Numa Winstead
Roanoke Rapids	E. J. Coltrane	E. J. Coltrane
Rockingham	L. J. Bell	Zeb. Gibson
Rocky Mount	R. M. Wilson	R. C. Brake
Roxboro	A. B. Stalvey	E. G. Long
Salisbury	G. B. Phillips	H. P. Brandis
Sanford	C. E. Teague	J. R. Jones, Jr.
Scotland Neck	F. M. Tucker	Ray Boyette
Sharpsburg	T. L. Vernon	M. A. Bachelor
Shelby	I. C. Griffin	Mrs. O. M. Suttle
Smithfield	N. C. Shuford	Mrs. T. J. Lassiter
Southern Pines	Wm. F. Allen	H. F. Burns
Spencer	F. R. Richardson	B. L. Young
Spring Hope	J. E. McLean	O. B. Baines
Statesville	R. M. Gray	J. C. Fowler
Tarboro	S. T. Emory	J. E. Morrisette
Thomasville	J. N. Hauss	Miss Belva Harriss
Tryon	W. A. Schilleter	M. G. Blake
Vass	W. D. Matthews	D. A. McLauchlin
Wadesboro	J. H. McIver	L. G. Atkinson
Wake Forest	H. P. Smith	Citizens Bank
Washington	H. M. Roland	E. W. Ayers, Jr.
Weldon	Walter W. Barnhart	W. L. Scott
Wilmington	W. A. Graham	J. A. Orrell
Wilson	Charles L. Coon	W. E. Warren
Winston-Salem	R. H. Latham	W. H. Holcomb
Youngsville	C. B. Garrett	C. C. Winston

COUNTY SUPERINTENDENTS; MEMBERS OF THE COUNTY BOARDS OF EDUCATION*; TREASURERS; SUPERINTENDENTS OF PUBLIC WELFARE; SCHOOL NURSES.

ALAMANCE

Superintendent, A. H. King, Graham.
C. P. Albright, Chairman, Graham.
J. E. Sellars, Mebane, R. 3.
W. R. Sellars, Burlington.
J. J. Lambeth, Elon College.
E. J. Braxton, Snow Camp.
Mrs. Mary Purse, Treasurer, Graham.
Dr. P. H. Fleming, Superintendent Public Welfare, Burlington.

ALEXANDER

Superintendent, M. A. Stone, Taylorsville.
'31 A. C. Deal, Chairman, Taylorsville.
'29 A. C. Payne, Taylorsville.
'27 B. F. Hines, Stony Point.
Merchants and Farmers Bank, Treasurer, Taylorsville.

ALLEGHANY

Superintendent, John M. Cheek, Sparta.
(Express office: Doughton, N. C.)
'29 M. A. Higgins, Chairman, Ennice.
'27 F. M. Osborne, Stratford.
'31 John Gambill, Independence, Va.
W. V. Blevins, Treasurer, Sparta.

ANSON

Superintendent, R. W. Allen, Wadesboro.
'29 P. J. Kiker, Chairman, Wadesboro.
'27 J. L. Little, Morven.
'31 John A. Boggan, Polkton.
First National Bank, Treasurer, Wadesboro.
Miss Mary Robinson, Superintendent Public Welfare, Wadesboro.

ASHE

Superintendent, J. O. Goodman, Beaver Creek.
(Express office: West Jefferson.)
'31 J. E. Gentry, Chairman, Nathan's Creek.
'31 J. W. Duncan, Beaver Creek.
'31 F. M. Miller, Clifton.
J. W. Hampton, Treasurer, Lansing.

AVERY

Superintendent, R. T. Teague, Newland.
(Express office: Elk Park)
D. P. Bridges, Chairman, Newland.
M. C. Biggerstaff, Altamont.
Jim W. Phillips, Ingalls.
Citizens Bank, Treasurer, Elk Park.

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* Terms of board members whose terms vary from the usual two-year term are indicated by the figures just preceeding the names.

BEAUFORT

Superintendent, H. H. McLean, Washington.

'31 J. B. Sparrow, Chairman, Washington.
'29 T. R. Tyer, Bath.
'29 W. W. Hooker, Aurora.
'27 H. C. Bragaw, Washington.
'27 W. J. Justus, Belhaven.

E. R. Mixon, Treasurer, Washington.
Rev. H. B. Searight, Superintendent Public Welfare, Washington.

BERTIE

Superintendent, H. W. Early, Windsor.

M. B. Gillam, Chairman, Windsor.
W. A. Tayloe, Aulander.
R. A. Urquhart, Woodville.
Thomas A. Smithwick, Merry Hill.
D. R. Britton, Colerain.

J. B. Cherry, Treasurer, Windsor.

BLADEN

Superintendent, W. W. Woodhouse, Elizabethtown.

'27 J. F. Council, Chairman, Council.
'31 N. A. Regan, Elizabethtown.
L. D. Melvin, Parkersburg.

W. A. Ferguson, Treasurer, Elizabethtown.

BRUNSWICK

Superintendent, B. R. Page, Southport.

F. E. Galloway, Chairman, Bolivia.
R. T. Williams, Leland.
J. L. Stone, Shallotte.

W. R. Holmes, Treasurer, Shallotte.
D. E. Robinson, Superintendent Public Welfare, Supply.
Miss Lou Holiday, School Nurse, Southport.

BUNCOMBE

Superintendent, A. C. Reynolds, Asheville.

S. G. Bernard, Chairman, Asheville.
H. B. Williams, Weaverville.
J. T. Roberts, Asheville, R. 4.
G. D. Carter, West Asheville.
R. B. Williams, Fairview.

T. H. Reeves, Treasurer, Asheville.
A. W. Rymer, Superintendent Public Welfare, Asheville.
Miss Maude Setzer, School Nurse, Asheville.
Miss Beatrice Setzer, School Nurse, Asheville.

BURKE

Superintendent, R. L. Patton, Morganton.

J. E. Coulter, Chairman, Connelly Springs.
A. N. Dale, Morganton.
L. F. Brinkley, Glen Alpine.
W. E. McConnaughey, Morganton, R. 5.
J. P. Bumgardner, Morganton, R. 4.

First National Bank, Treasurer, Morganton.

CABARRUS

Superintendent, J. B. Robertson, Concord.
'31 W. R. Odell, Chairman, Concord.
'29 R. L. Hartsell, Bost Mill.
'27 G. G. Allen, Kannapolis.
Miss Margie McEachren, Treasurer, Concord.
J. H. Brown, Superintendent Public Welfare, Concord.

CALDWELL

Superintendent, J. W. McIntosh, Lenoir.
W. J. Lenoir, Chairman, Lenoir.
'31 R. M. Smith, Lenoir.
'29 Steele Greer, Patterson.
B. B. Hayes, Hudson.
'27 W. H. Livingston, Lenoir.
John L. Suddreth, Treasurer, Lenoir.
Miss Florence E. Boyd, Superintendent Public Welfare, Lenoir.

CAMDEN

Superintendent, L. L. Stevens, Indiantown.
(Express office: Camden.)
T. B. Godfrey, Chairman, Camden.
J. W. Jones, South Mills.
Thomas Whaley, Shiloh.
The First and Citizens National Bank, Treasurer, Elizabeth City.

CARTERET

Superintendent, J. H. Workman, Beaufort.
'25 W. H. Taylor, Chairman, Beaufort.
'29 Chas. V. Webb, Morehead City.
'31 D. Mason, Atlantic.
Beaufort Banking and Trust Co., Treasurer, Beaufort.
Alvah Hamilton, Superintendent Public Welfare, Morehead City.

CASWELL

Superintendent, Robt. W. Isley, Yanceyville.
(Express office: Danville, Va.)
J. O. Fitzgerald, Chairman, Pelham.
W. L. Taylor, Semora.
W. A. Maynard, Altamahaw, R. 2.
J. M. Williams, Prospect Hill.
S. T. Fuqua, Corbett.
Alvis Lea Florence, Treasurer, Yanceyville.

CATAWBA

Superintendent, J. A. Capps, Newton.
Bascom B. Blackwelder, Chairman, Hickory.
Oscar Sherrill, Catawba.
C. C. Huitt, Claremont.
Dr. Fred T. Foard, Hickory, R. 1.
David Gaither, Treasurer, Newton.
Mrs. C. V. Price, Superintendent Public Welfare, Hickory.

CHATHAM

Superintendent, W. R. Thompson, Pittsboro.
'29 T. B. Bray, Chairman, Pittsboro, R. 3.
'27 E. R. Hinton, Pittsboro.
'31 M. M. Bridges, Siler City, R. 2.
'29 N. J. Wilson, Apex, R. 4.
'27 G. M. Womble, Moncure.
G. W. Blair, Treasurer, Pittsboro.

CHEROKEE

Superintendent, A. L. Martin, Murphy.
J. F. Palmer, Chairman, Marble.
Mrs. W. B. Fisher, Andrews.
T. T. Johnson, Culberson, R. 2.
Cherokee Bank, Treasurer, Murphy.
Miss Elizabeth Smith, Superintendent Public Welfare, Murphy.

CHOWAN

Superintendent, R. H. Bachman, Edenton.
Thomas W. Elliott, Chairman, Edenton.
B. W. Evans, Edenton, R.F.D.
W. D. Welch, Hobbsville, R.F.D.
W. H. Ward, Treasurer, Edenton.

CLAY

Superintendent, Allen J. Bell, Hayesville.
(Express office, Murphy.)
John O. Smith, Chairman, Hayesville, R. 1.
J. Arthur Penland, Hayesville, R. 1.
H. M. Crawford, Hayesville, R. 3.
Ed Kitchens, Treasurer, Hayesville.

CLEVELAND

Superintendent, J. H. Grigg, Shelby.
A. P. Spoke, Chairman, Shelby.
W. A. Ridenhour, Kings Mountain.
J. T. S. Mauney, Shelby, R. 5.
J. L. Hord, Waco.
C. D. Forney, Lawndale.
Mrs. Mary E. Yarboro, Treasurer, Shelby.
J. B. Smith, Superintendent Public Welfare, Shelby.

COLUMBUS

Superintendent, C. C. Russ, Whiteville.
M. B. McAulay, Chairman, Acme.
J. L. Lewis, Tabor.
J. A. Powell, Wananish.
H. G. Avant, Vineland.
Dr. C. F. Shelton, Chadbourn.
Bank of Whiteville, Treasurer, Vineland.

CRAVEN

Superintendent, R. S. Proctor, New Bern.
L. H. Cannon, Chairman, New Bern.
J. E. Wetherington, New Bern, R. 2.
J. H. West, Dover.
Citizens Bank and Trust Co., Treasurer, New Bern.
Mrs. John D. Whitford, Superintendent Public Welfare, New Bern.

CUMBERLAND

Superintendent, B. T. McBryde, Fayetteville.
'29 John W. Hall, Chairman, Autryville, R. 2.
'27 John S. Ray, Hope Mills.
'29 A. B. Yarborough, Godwin.
'31 H. S. Averitt, Fayetteville.
'27 Nathaniel McArthur, Fayetteville, R. 3.
D. Gaster, Treasurer, Fayetteville.
John A. Martin, Superintendent Public Welfare, Fayetteville.
Mrs. Emoret Davis, School Nurse, Fayetteville.

CURRITUCK

Superintendent, Maud C. Newbury, Currituck.
(Express office: Snowden.)
W. H. Gallop, Chairman, Jarvisburg.
W. W. Jarvis, Moyock.
Henry Dozier, Moyock.
Bank of Currituck, Treasurer, Moyock.
Miss Nan A. Cox, School Nurse, Currituck.

DARE

Superintendent, E. W. Pearson, Manteo.
(Express office: Manteo, via Elizabeth City.)
S. A. Griffin, Chairman, Manteo.
O. C. Fulcher, Buxton.
E. N. Baum, Kitty Hawk.
C. E. Payne, Stumpy Point.
A. C. Hassell, Treasurer, Manteo.

DAVIDSON

Superintendent, S. G. Hasty, Lexington.
J. C. Ripple, Chairman, Welcome.
C. W. Stokes, Newsome.
O. T. Davis, Linwood, R. 1.
Bank of Lexington, Treasurer, Lexington.
J. W. Dickens, Superintendent Public Welfare, Lexington.
Miss Annie Yow, School Nurse, Lexington.

DAVIE

Superintendent, E. P. Bradley, Mocksville.
'27 Peter W. Hairston, Chairman, Advance, R. 2.
'29 J. B. Johnstone, Mocksville.
'31 I. P. Graham, Cooleemee.
S. C. Stonestreet, Treasurer, Mocksville.
Mrs. Queen Bess Kennon, Superintendent Public Welfare, Farmington.

DUPLIN

Superintendent, B. C. Siske, Kenansville.
'29 H. H. Carlton, Chairman, Warsaw.
'27 W. J. Grady, Pink Hill.
'31 D. Stokes Williams, Wallace.
D. S. Williamson, Treasurer, Kenansville.
Horace Stewart, Superintendent Public Welfare, Wallace.

DURHAM

Superintendent, L. H. Barbour, Durham.
J. D. Hamlin, Chairman, Durham.
H. G. Hedrick, Durham.
H. L. Umstead, Sr., Bahama.
J. B. Mason, Durham.
W. I. Cranford, Durham.
Simeon Bowling, Treasurer, Durham.
W. E. Stanley, Superintendent Public Welfare, Durham.
Mrs. L. T. Harris, School Nurse, Durham.

EDGECOMBE

Superintendent, W. H. Pittman, Tarboro.
Geo. M. Fountain, Chairman, Tarboro.
R. A. Stancill, Conetoe.
To April '27 H. L. Brake, Rocky Mount.
After April '27 Benj. H. Thomas, Rocky Mount.
Farmers Banking and Trust Co., Treasurer, Tarboro.
Mrs. Sibyl Fields, Superintendent Public Welfare, Tarboro.

FORSYTH

Superintendent, T. H. Cash, Winston-Salem.
James J. Griffith, Chairman, Kernersville.
P. Frank Hanes, Walkertown.
George Miller Hinshaw, Clemmons.
Farmers National Bank and Trust Co., Treasurer, Winston-Salem.
A. W. Cline, Superintendent Public Welfare, Winston-Salem.
Miss Mary Oliver, School Nurse, Winston-Salem, Box 1160.

FRANKLIN

Superintendent, Edward L. Best, Louisburg.
'31 A. F. Johnson, Chairman, Louisburg.
'29 W. A. Mullen, Bunn.
'29 J. H. Joyner, Louisburg, R. 2.
'31 T. H. Dickens, Louisburg, R. 4.
'27 E. L. Green, Youngsville, R. 3.
First National Bank, Treasurer, Louisburg.
E. C. Perry, Superintendent Public Welfare, Louisburg.

GASTON

Superintendent, F. P. Hall, Gastonia.
S. N. Boyce, Chairman, Gastonia.
J. H. Rudisill, Cherryville.
C. E. Hutchison, Mount Holly.
C. C. Craig, Treasurer, Gastonia.
Mrs. Gertrude K. Keller, Superintendent Public Welfare, Gastonia.
Miss Blanche Smith, School Nurse, Gastonia.

GATES

Superintendent, J. M. Glenn, Gatesville.
(Express office: Roduco.)
E. A. Benton, Chairman, Trotville.
J. C. Holland, Drum Hill.
J. L. Hofler, Gatesville.
The Farmers Bank of Eure, Treasurer, Eure.

GRAHAM

Superintendent, J. H. Moody, Robbinsville.
S. P. Harwood, Chairman, Robbinsville.
T. A. Morphew, Robbinsville.
D. Troy Hyde, Robbinsville.
Riley Orr, Treasurer, Robbinsville.

GRANVILLE

Superintendent, J. F. Webb, Oxford.
F. M. Pinnix, Chairman, Oxford.
Dr. R. G. Rogers, Creedmoor.
C. H. Cheatham, Oxford, R. 3.
H. M. Hobgood, Oxford, R. 1.
E. N. Clement, Oxford, R. 1.
First National Bank, Treasurer, Oxford.
J. E. Jackson, Superintendent Public Welfare, Oxford.
Mrs. H. P. Guffey, School Nurse, Oxford.

GREENE

Superintendent, H. G. Robertson, Snow Hill.
'27 J. E. Debnam, Chairman, Snow Hill.
'29 J. E. Albritton, Hookerton.
'27 L. A. Mewborn, Farmville.
'27 W. D. Cobb, LaGrange.
'29 W. A. Dildy, Walstonburg.
J. L. Edwards, Treasurer, Stantonsburg.

GUILFORD

Superintendent, Thomas R. Foust, Greensboro.
Charles H. Ireland, Chairman, Greensboro.
Dred Peacock, High Point.
S. E. Coltrane, Guilford College, R. 2.
Dr. C. S. Gilmer, Greensboro, R. 6.
D. M. Chrismon, Brown Summit.
G. H. McKinney, Treasurer, Greensboro.
Mrs. Blanche Carr Sterne, Superintendent Public Welfare, Greensboro.
Miss Elizabeth Pratt, School Nurse, Greensboro.
Miss Ethel Wells, School Nurse, Greensboro.

HALIFAX

Superintendent, A. E. Akers, Roanoke Rapids.
(Express office: Roanoke Junction.)
Fletcher H. Gregory, Chairman, Halifax.
W. F. White, Enfield.
C. H. Leggett, Hobgood.
Norfleet S. Smith, Treasurer, Scotland Neck.
J. B. Hall, Superintendent Public Welfare, Scotland Neck.
Miss Davis Dickens, School Nurse, Weldon.

HARNETT

Superintendent, B. P. Gentry, Lillington.
E. W. Smith, Chairman, Dunn, R. 4.
D. P. Ray, Lillington, R. 3.
H. S. Holloway, Varina, R. 1.
J. P. Bradley, Treasurer, Lillington.
Miss Dora Beck, Superintendent Public Welfare, Lillington.

HAYWOOD

Superintendent, W. C. Allen, Waynesville.
R. W. Howell, Chairman, Waynesville.
F. W. Messer, Clyde.
H. J. Sloan, Waynesville.
J. T. Bailey, Canton.
J. Bowden Smathers, Canton.
P. V. Massey, Treasurer, Waynesville.

HENDERSON

Superintendent, R. G. Anders, Hendersonville.
'31 J. A. Hudgens, Chairman, Flat Rock.
'29 Floyd E. Osborne, Horse Shoe.
'27 J. W. Morgan, Hendersonville.
Citizens National Bank, Treasurer, Hendersonville.

HERTFORD

Superintendent, N. W. Britton, Winton.
(Express office: Cofield.)
G. C. Picot, Chairman, Como.
W. A. Thomas, Cofield.
W. D. Boone, Winton.
The Bank of Winton, Treasurer, Winton.

HOKE

Superintendent, W. P. Hawfield, Raeford.
Jesse Gibson, Chairman, Dundarrach.
J. A. Hodgin, Red Springs, R. 1.
J. M. Downer, Raeford, R. 3.
J. B. Thomas, Raeford.
Louis Parker, Raeford, R. 2.
Herbert McKeithan, Treasurer, Raeford.

HYDE

Superintendent, E. W. Joyner, Swan Quarter.
(Express office: Belhaven.)
I. R. Credle, Chairman, Swan Quarter.
Pat. C. Simmons, Fairfield.
B. C. Marshall, Englehard.
T. J. Mann, Treasurer, Lake Landing.

IREDELL

Superintendent, Celeste Henkel, Statesville.
W. C. Wooten, Chairman, Statesville, R. 2.
A. L. Mills, Statesville.
F. B. Gaither, Harmony.
D. E. Turner, Mooresville.
D. L. Morrow, Scotts.
H. P. Van Hoy, Treasurer, Statesville.
W. W. Holland, Superintendent Public Welfare, Statesville.

JACKSON

Superintendent, J. N. Wilson, Sylva.
To April '27 C. L. Allison, Chairman, Sylva.
After April '27 Thomas Barrett, Chairman and Welfare Officer, Whittier.
W. T. Deitz, Greens Creek.
S. W. Enloe, Dillsboro.
J. C. Henderson, Webster.
S. C. Cogdill, Treasurer, Sylva.

JOHNSTON

Superintendent, H. B. Marrow, Smithfield.
W. G. Wilson, Chairman, Wilson's Mills.
J. W. Woodard, Kenly.
P. B. Johnson, Benson.
J. Ransom Creech, Treasurer, Selma.
Mrs. D. J. Thurston, Superintendent Public Welfare, Smithfield.

JONES

Superintendent, Manly Fulcher, Trenton.
(Express office: Pollocksville.)
'31 A. C. Foscue, Chairman, Maysville.
'29 F. J. Koonce, Comfort.
'27 R. P. Bender, Pollocksville.
Bank of Jones, Treasurer, Trenton.

LEE

Superintendent, C. E. Teague, Sanford.
J. C. Watson, Chairman, Jonesboro, R. 2.
E. R. Buchan, Sanford.
D. E. Shaw, Broadway.
Page Trust Co., Treasurer, Sanford.
E. O. McMahon, Superintendent Public Welfare, Sanford.

LENOIR

Superintendent, E. E. Sams, Kinston.
E. V. Webb, Chairman, Kinston.
T. A. Turner, Pink Hill.
W. B. Becton, Kinston, R. 5.
R. G. Hodges, LaGrange, R. 4.
D. W. Wood, LaGrange.
I. M. Tull, Treasurer, Kinston.
Rev. G. B. Hanrahan, Superintendent Public Welfare, Kinston.
Miss Sue M. McNeill, School Nurse, Kinston.

LINCOLN

Superintendent, L. Berge Beam, Lincolnton.
Kemp B. Nixon, Chairman, Lincolnton.
Milton S. Rudisill, Crouse.
R. E. Proctor, Denver.
H. B. Camp, Treasurer, Lincolnton.

MACON

Superintendent, M. D. Billings, Franklin.
S. H. Lyle, Sr., Chairman, Franklin.
H. M. Bascom, Highlands.
N. L. Barnard, Franklin.
C. L. Ingram, Treasurer, Franklin.
Mrs. Eloise G. Franks, Superintendent Public Welfare, Franklin.

MADISON

Superintendent, O. S. Dillard, Marshall.
'31 Jasper Ebbs, Chairman, Trust.
'27 Yates Ammons, Mars Hill.
'29 Thomas Frisbee, Hot Springs.
J. C. Chandler, Walnut.
Bank of French Broad and Citizens Bank, Treasurer, Marshall.

MARTIN

Superintendent, R. A. Pope, Williamston.
K. B. Crawford, Chairman, Williamston.
B. M. Worsley, Oak City.
John A. Getsinger, Dardens.
Nathan Rogers, Williamston.
H. C. Norman, Robersonville.
C. D. Carstarphen, Treasurer, Williamston.

McDOWELL

Superintendent, N. F. Steppe, Marion.
'29 T. W. Stacey, Chairman, Marion, R.F.D.
'31 M. P. Flack, Vein Mountain.
'27 J. S. Bradley, Old Fort.
M. G. Poteat, Treasurer, Marion.
Miss Mary M. Greenlee, Superintendent Public Welfare, Marion.

MECKLENBURG

Superintendent, J. M. Matthews, Charlotte.
'31 Plummer Stewart, Chairman, Charlotte.
'27 B. D. Funderburk, Matthews.
'27 W. J. Hutchison, Charlotte, R. 7.
'29 H. C. Reid, Charlotte, R. 2.
'29 C. H. Caldwell, Charlotte, R. 9.
James W. Stinson, Treasurer, Charlotte.
M. M. Grey, Superintendent Public Welfare, Charlotte.
Miss May McLaughlin, School Nurse, Charlotte.
Miss Goldie Howell, School Nurse, Charlotte.

MITCHELL

Superintendent, J. A. Steele, Bakersville.
(Express office: Toecane.)
D. T. Fortner, Chairman, Wing.
W. C. Berry, Bakersville.
W. W. Bailey, Spruce Pine.
J. M. Gauge, Treasurer, Bakersville.

MONTGOMERY

Superintendent, J. S. Edwards, Troy.
W. B. Cochran, Chairman, Mt. Gilead.
J. J. Russell, Blaine.
Chas. J. McLeod, Biscoe.
Claud C. Howell, Treasurer, Troy.

MOORE

Superintendent, A. B. Cameron, Carthage.
J. R. McQueen, Chairman, Lakeview.
C. C. Jones, Cameron.
Dr. J. F. Davis, Highfalls.
John W. Graham, Aberdeen.
S. H. Miller, Carthage.
The Bank of Pinehurst, Treasurer, Pinehurst.
Miss Lucile Eifort, Superintendent Public Welfare, West End.
Mrs. Lamar Hazel, School Nurse, Southern Pines.

NASH

Superintendent, Linwood S. Inscoe, Nashville.
Frank V. Avent, Chairman, Whitakers, R. 5.
T. A. Avera, Rocky Mount.
To April '27 A. F. Manning, Middlesex.
After April '27 John W. Roberson, Spring Hope, R. 1.
J. T. Taylor, Treasurer, Nashville.
Mrs. Ann H. Ditto, Superintendent Public Welfare, Nashville.

NEW HANOVER

Superintendent, W. A. Graham, Wilmington.
Assistant Superintendent, Washington Catlett, Wilmington.
Assistant Superintendent, J. Conrad Seegers, Wilmington.
'29 Herbert McClammy, Chairman, Wilmington.
'27 C. P. Bolles, Wilmington.
'31 J. Lawrence Sprunt, Wilmington.
John A. Orrell, Treasurer, Wilmington.
W. P. McGlaughon, Superintendent Public Welfare, Wilmington.
Miss Columbia Munds, School Nurse, Wilmington.

NORTHAMPTON

Superintendent, P. J. Long, Jackson.
(Express office: Gumberry.)
E. S. Bowers, Chairman, Jackson.
J. W. Weaver, Rich Square.
A. L. Lassiter, Potecasi.
The Farmers Bank, Treasurer, Woodland.

ONSLOW

Superintendent, W. M. Thompson, Jacksonville
J. B. Petteway, Chairman, Jacksonville.
F. B. Pittman, Swansboro.
R. K. Heritage, Jacksonville.
W. Lee Humphrey, Verona.
J. D. Coston, Maysville.
Bank of Onslow, Treasurer, Jacksonville.

ORANGE

Superintendent, R. H. Claytor, Hillsboro.
S. Browning, Chairman, West Durham, R. 1.
E. C. Compton, Mebane, R. 3.
M. P. Efland, Efland.
S. T. Latta, Jr., Treasurer, Hillsboro.

PAMLICO

Superintendent, T. B. Attmore, Vandemere.
S. M. Campen, Chairman, Alliance.
J. Y. Sawyer, Merritt.
Dr. S. E. McCotter, Bayboro.
M. E. Broughton, Janeiro.
Fred Silverthorn, Whartonsville.
Eastern Bank and Trust Co., Treasurer, Bayboro.
Miss Sina W. Campen, School Nurse, Bayboro.

PASQUOTANK

Superintendent, M. P. Jennings, Elizabeth City.
'27 J. M. LeRoy, Chairman, Elizabeth City.
'29 W. G. Cox, Weeksville, R. 1.
'31 D. W. Morgan, Elizabeth City, R. 5.
Savings Bank and Trust Co., Treasurer, Elizabeth City.
Rev. A. H. Outlaw, Superintendent Public Welfare, Elizabeth City.

PENDER

Superintendent, T. T. Murphy, Burgaw.
'29 H. M. Page, Chairman, Burgaw.
'31 T. J. Henry, Rocky Mount.
'27 G. J. Moore, Atkinson.
A. W. King, Treasurer, Burgaw.

PERQUIMANS

Superintendent, E. E. Bundy, Hertford.
T. S. White, Chairman, Hertford.
R. H. Welch, Hertford, R. 3.
J. H. Miller, Winfall.
J. L. Tucker, Treasurer, Hertford.

PERSON

Superintendent, B. I. Satterfield, Roxboro.
W. R. Wilkerson, Chairman, Roxboro, R. 1.
Dr. O. G. Davis.
R. L. Harris.
C. T. Wood, Roxboro.
S. B. Davis, Treasurer, Roxboro.

PITT

Superintendent, R. G. Fitzgerald, Greenville.
'31 W. H. Woolard, Chairman, Greenville.
'29 G. T. Gardner, Grifton.
'29 L. C. Arthur, Greenville.
'27 M. O. Blount, Bethel.
'31 John T. Thorne, Farmville.
A. T. Moore, Treasurer, Greenville.
K. T. Futrell, Superintendent Public Welfare, Greenville.
Miss Edna McKee, School Nurse, Greenville.

POLK

Superintendent, E. W. S. Cobb, Columbus.
(Express office: Tryon.)
'29 Dr. E. McQ. Salley, Chairman, Saluda.
'27 Miss Mae Irene Flentye, Tryon.
'27 Grover Feagan, Campobello, S. C., Route.
W. Y. Wilkins, Treasurer, Tryon.
Miss Lois Holderbaum, Superintendent Public Welfare, Columbus.

RANDOLPH

Superintendent, T. F. Bulla, Asheboro.
'31 L. F. Ross, Chairman, Asheboro.
'29 J. A. Martin, Liberty.
'27 J. F. Hughes, Fullers.
Bank of Randolph, Treasurer, Asheboro.
R. M. Garner, Superintendent Public Welfare, Asheboro.

RICHMOND

Superintendent, L. J. Bell, Rockingham.
'31 W. N. Everett, Jr., Chairman, Rockingham.
'31 D. A. Parsons, Ellerbe.
'27 Nelson Gibson, Rockingham, R. 5.
'29 J. P. Gibbons, Hamlet.
'29 J. M. Dockery, Rockingham, R. 1.
Bank of Pee Dee, Treasurer, Rockingham.
O. G. Reynolds, Superintendent Public Welfare, Rockingham.
Miss Irene Parsons, School Nurse, Rockingham.

ROBESON

Superintendent, J. R. Poole, Lumberton.
'31 C. T. Pate, Chairman, Purvis.
'31 W. D. Johnson, Saint Pauls.
'31 John B. McLeod, Lumberton.
'27 Mrs. W. M. Oliver, Marietta.
'27 Mrs. G. T. Bullock, Red Springs.
Planters Bank and Trust Co., Treasurer, Lumberton.
Miss Elizabeth Frye, Superintendent Public Welfare, Red Springs.

ROCKINGHAM

Superintendent, J. H. Allen, Reidsville.
Eugene Irvin, Chairman, Reidsville.
J. L. Roberts, Madison.
A. W. Dunn, Leaksville.
A. D. Hopkins, Benaja.
C. P. Wall, Leaksville.
J. F. Smith, Treasurer, Reidsville.
Mrs. Elizabeth Weatherly, Superintendent Public Welfare, Reidsville.

ROWAN

Superintendent, George Howard, Salisbury.
'29 J. M. McCorkle, Chairman, Salisbury.
'31 J. M. Furr, Kannapolis, R. 2.
'27 P. E. Sherrill, Mount Ulla.
'27 J. W. Peeler, Rockwell.
'27 Mrs. E. W. Burt, Salisbury.
W. H. Crowder, Treasurer, Salisbury.
Mrs. Mary O. Linton, Superintendent Public Welfare, Salisbury.
Mrs. C. L. Johnson, School Nurse, Salisbury.

RUTHERFORD

Superintendent, Clyde A. Erwin, Rutherfordton.
Plato Gettys, Chairman, Hollis.
Mrs. C. B. Wiseman, Henrietta.
W. W. Nanney, Rutherfordton.
Mrs. Minnie F. Blanton, Treasurer, Rutherfordton.
R. E. Price, Superintendent Public Welfare, Rutherfordton.

SAMPSON

Superintendent, John L. Hathcock, Clinton.
'29 W. A. Jackson, Chairman, Clinton.
'31 Troy I. Herring, Roseboro.
'27 C. I. Robinson, Garland.
'27 J. M. Powell, Clinton.
'31 J. J. Stafford, Garland.
Bank of Sampson, Treasurer, Clinton.
D. W. Christeson, Superintendent Public Welfare, Clinton.

SCOTLAND

Superintendent, L. M. Peele, Laurinburg.
W. N. McKenzie, Chairman, Gibson.
T. L. Henly, Laurinburg.
Dr. W. G. Shaw, Wagram.
J. W. Odom, Treasurer, Laurinburg.

STANLY

Superintendent, Charles A. Reap, Albemarle.
'29 W. A. Hough, Norwood.
'31 G. U. Reeves, Albemarle.
W. A. Cagle, Oakboro.
Mrs. Bell Ritchie, Richfield.
First National Bank, Treasurer, Albemarle.
Z. V. Moss, Superintendent Public Welfare, Albemarle.

STOKES

Superintendent, J. C. Carson, Germanton.
John L. Christian, Chairman, Pinnacle.
J. Reid Forrest, Francisco.
W. S. Steele, Sandy Ridge.
J. Frank Dunlap, Treasurer, Danbury.

SURRY

Superintendent, E. S. Hendren, Mount Airy.
O. E. Snow, Chairman, Pilot Mountain.
J. J. Richards, Dobson.
John Thompson, Mount Airy.
J. F. Carter, Elkin.
B. F. Folger, Treasurer, Dobson.
I. F. Armfield, Superintendent Public Welfare, Low Gap.
Mrs. Lettie Gwyn Simpson, School Nurse, Mt. Airy.

SWAIN

Superintendent, N. E. Wright, Bryson City.
S. W. Black, Chairman, Bryson City.
R. J. Roane, Whittier.
J. T. Cunningham, Almond.
W. W. Ashe, Treasurer, Bryson City.

TRANSYLVANIA

Superintendent, T. C. Henderson, Brevard.
C. K. Osborne, Chairman, Brevard.
J. W. Glazener, Rosman.
A. E. England, Brevard, R. 2.
T. E. Patton, Jr., Treasurer, Pisgah Forest.

TYRRELL

Superintendent, W. D. Cox, Columbia.
W. S. Carawan, Chairman, Columbia.
J. J. Everton, Gum Neck.
E. R. Davenport, Columbia, R. 1.
Carolina Banking and Trust Co., Treasurer, Columbia.

UNION

Superintendent, Ray Funderburk, Monroe.
'31 A. M. Secrest, Chairman, Monroe.
'31 L. E. Huggins, Marshville.
'31 W. D. Hawfield, Matthews.
'31 B. F. Parker, Monroe, R. 1.
'31 S. A. Lathan, Monroe, R. 4.
First National Bank, Treasurer, Monroe.
F. H. Wolfe, Superintendent Public Welfare, Monroe.

VANCE

Superintendent, E. M. Rollins, Henderson.
R. J. Corbitt, Chairman, Henderson.
J. E. Kimball, Townsville.
A. G. Parrott, Henderson, R. 5.
W. D. Horner, Henderson.
R. L. Bennett, Middleburg.
First National Bank, Treasurer, Henderson.
Mrs. W. B. Waddill, Superintendent Public Welfare, Henderson.

WAKE

Superintendent, John C. Lockhart, Raleigh.
N. Y. Gulley, Chairman, Wake Forest.
M. B. Chamblee, Zebulon.
J. M. Templeton, Jr., Cary.
J. M. Mangum, Treasurer, Raleigh.
Mrs. Fannie Y. Bickett, Superintendent Public Welfare, Raleigh.
Miss Elizabeth Moore, School Nurse, Raleigh.
Miss Mattie Faircloth, School Nurse, Raleigh.

WARREN

Superintendent, J. Edward Allen, Warrenton.
Jesse Gardner, Chairman, Macon.
J. K. Pinnell, Warrenton.
Miss Amma D. Graham, Warrenton.
J. D. Riggan, Vaughan.
To April 1, '27 F. B. Newell, Warrenton.
After April 1, '27 Stanley W. Powell, Inez.
Bank of Warren, Treasurer, Warrenton.
Miss Lucy Leach, Superintendent Public Welfare, Littleton.

WASHINGTON

Superintendent, John W. Darden, Plymouth.
W. R. Hampton, Chairman, Plymouth.
W. B. Davenport, Mackeys.
H. H. Bateman, Creswell.
Louis E. Hassell, Treasurer, Roper.

WATAUGA

Superintendent, Smith Hagaman, Boone.

W. F. Sherwood, Chairman, Sherwood.
D. D. Dougherty, Boone.
B. T. Taylor, Stony Fork.

E. E. Greer, Treasurer, Zionville.

WAYNE

Superintendent, J. T. Jerome, Goldsboro.

'27 A. H. Edgerton, Chairman, Goldsboro.
'29 J. E. Kelly, Mount Olive.
'31 J. A. Best, Fremont.

Wayne National Bank, Treasurer, Goldsboro.
R. H. Edwards, Superintendent Public Welfare, Goldsboro.
Miss Alice Ward, School Nurse, Goldsboro.

WILKES

Superintendent, C. C. Wright, Hunting Creek.
(Express office: North Wilkesboro.)

C. C. Faw, Chairman, North Wilkesboro.
T. M. Brown, North Wilkesboro, R. 1.
J. H. Pennell, Cricket.

Thomas M. Crysel, Treasurer, Wilkesboro.
D. C. Sebastian, Superintendent Public Welfare, Hays.

WILSON

Superintendent, Charles L. Coon, Wilson.

Doane Herring, Chairman, Wilson.
J. H. Thompson, Black Creek.
'29 W. H. Dixon, Elm City.
'29 J. B. Eason, Stantonsburg, R. 2.
R. L. Barnes, Wilson, R. 2.

Branch Banking and Trust Co., Treasurer, Wilson.
James T. Barnes, Superintendent Public Welfare, Wilson.
Miss Martha Newman, School Nurse, Wilson.

YADKIN

Superintendent, J. T. Reece, Yadkinville.
(Express office: Crutchfield.)

M. V. Fleming, Chairman, Boonville.
H. D. Williams, Yadkinville.
T. J. Phillips, East Bend.

Bank of Yadkin, Treasurer, Yadkinville.

YANCEY

Superintendent, L. C. McCurry, Burnsville.

J. A. Hannum, Chairman, Ramseytown.
R. A. Radford, Cane River.
J. R. Stamey, Micaville.

I. F. McCurry, Treasurer, Burnsville.

JEANES INDUSTRIAL SUPERVISING TEACHERS FOR NORTH CAROLINA, 1926-27

County	*Name*	*Address*
Alamance	Miss Lillie Smith	Graham, Box 306
Anson	Miss Leila A. Kelly	Wadesboro
Bertie	Mrs. Rachel Luton	Windsor
Caswell	Mrs. Bertha M. Vincent	Yanceyville
Catawba and Lincoln	Miss Maude Mitchell	Hickory
Cleveland	Miss Violet C. Thomas	Shelby
Craven	Mrs. Mary Sutton Wynn	15 William St., New Bern
Cumberland	Miss Annie E. Chestnut	Fayetteville
Currituck	Mrs. Shellie Simuel Hardy	Currituck
Durham	Mrs. Gertrude Taylor	Durham
Duplin	Mrs. Mamie L. Turner	Warsaw
Edgecombe	Mrs. Carrie L. Battle	Tarboro
Forsyth	Miss Dollye B. Patterson	11 N. Trade St., Winston-Salem
Gaston	Miss Martha L. Streator	17 N. Walnut St., Gastonia
Greene	Miss Violet Welch	Snow Hill
Guilford	Mrs. M. C. Falkner	131 Dudley St., Greensboro
Halifax	Miss Marie McIver	Weldon
Hertford	Mrs. Katie Hart	Winton
Hoke	Mrs. Maggie Hester	Red Springs
Iredell	Mrs. M. A. C. Holliday	247 Garfield St., Statesville
Johnston	Mrs. Laura J. A. King	Selma
Martin	Mrs. Mary S. Gray	Williamston
Mecklenburg	Miss Nellie Bess Dykes	Y. W. C. A. (Col.) Charlotte
Nash	Mrs. C. F. Rich	517 W. Thomas St., Rocky Mount
New Hanover	Mrs. S. A. Wilson	308 N. Sixth St., Wilmington
Northampton	Miss Willie M. Jeffries	Rich Square
Pasquotank	Miss Helen Escridge	Elizabeth City
Pender	Mrs. Rita V. Echols	Burgaw
Person	Mrs. Pearl Hoover Pittman	Roxboro
Perquimans	Mrs. Zephyr Bryan Woodson	Hertford
Pitt	G. R. Whitfield	Greenville
Robeson	Miss Ethel Thompson	Lumberton
Rowan	Mrs. Sujette L. Smith	916 W. Horah St., Salisbury
Sampson	John I. Kornegay	Clinton
Vance	Mrs. L. B. Yancey	Henderson
Wake	Mrs. P. L. Byrd	217 E. Lenoir St., Raleigh
Wayne	Mrs. Maude Kornegay	Mt. Olive, Box 275

RURAL SCHOOL SUPERVISORS, 1926-27

County	*Name*	*Address*
Buncombe	Mrs. Elizabeth Morriss	Asheville
Burke	Miss Cordelia Camp	Morganton
Caldwell	Miss Ethel Kelly	Lenoir
Carteret	Miss Margaret Gustin	Beaufort
Craven	Miss Margaret Hayes	New Bern
Davidson	Miss Margaret Linker	Lexington
Durham	Miss Matilda Michaels	Durham
Edgecombe	Miss Helen L. Dunlap	Tarboro
Forsyth	Miss Mabel Stamper	Winston-Salem
Gaston	Miss Carrie Glenn	Gastonia
Guilford	Miss Nettie E. Brogdon	Greensboro
Halifax	Miss Mary W. Hyman	Roanoke Rapids
Haywood	Miss Virginia W. James	Waynesville
Harnett	Miss Gussie E. Dills	Lillington
Henderson	Miss Ila Johnston	Hendersonville
Hertford	Miss Mary Williams	Winton
Jackson	Miss Tullye Borden	Sylva
Johnston	Miss Mary Wells	Smithfield
Jones	Miss Vera Keech	Trenton
Lee	Miss Ruth Gunter	Sanford
Mitchell	Mrs. A. E. Gouge	Bakersville
Nash	Miss Carrie Wilson	Nashville
Northampton	Miss Blanche Penny	Jackson
Pitt	Miss Myrtle Brogdon	Greenville
Polk	Miss Ida E. Seidel	Columbus
Rowan	Miss Sue E. Reese	Salisbury
Rockingham	Miss Nancy O. Devers	Wentworth
Wake	Miss Anne Holdford	Raleigh
Wayne	Miss Helen Wilson	Goldsboro

Educational Publication No. 110 Division of Publications No. 31

Programs for Special Days

Robert E. Lee, January 19
Thomas J. Jackson, January 21
Temperance or Law and Order Day, January 28
1927

Published by the
State Superintendent of Public Instruction
Raleigh, N. C.

INTRODUCTION

Under the provision of section 368, chapter 136, Public Laws of 1923, a day known as Temperance and Law or Order Day is set aside by the General Assembly to be observed in the public schools, and the Superintendent of Public Instruction is required under the act to prepare, or cause to be prepared, a suitable program of exercises whereby the children in the public schools of the State may duly observe this day.

Section 370 of the same act authorizes the Superintendent of Public Instruction to prepare, or cause to be prepared, a program suitable for the observance in the schools of the birthday of Robert E. Lee and the birthday of Thomas J. Jackson.

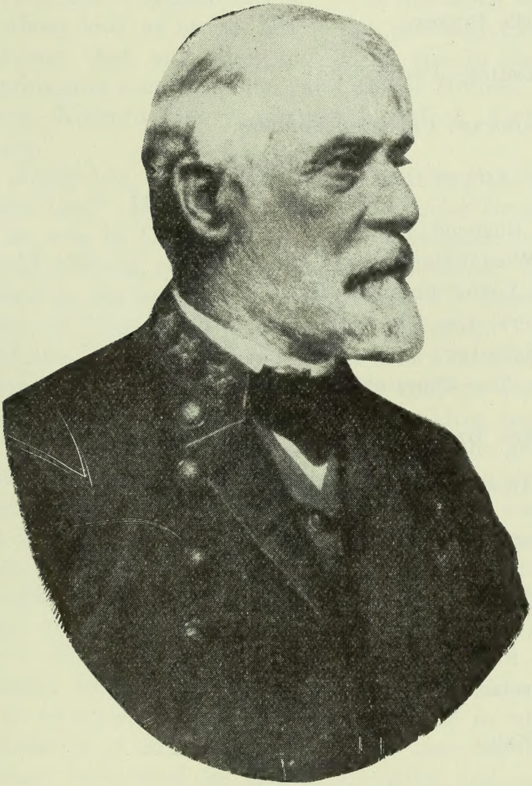
As these three special days all come in the month of January, I have caused programs to be prepared for each of these three days and to be printed in the same bulletin for the convenience of superintendents, principals, and teachers. I hereby, under the authority of law, designate Friday, January 28th, as Temperance and Law or Order Day. These three programs are printed together so that schools may use them all on one day, provide three separate exercises, or make such combinations in each case as may seem wise to the teachers and to the administrative officers.

Each part of this bulletin was prepared by a separate person, Miss Fulghum of the Division of School Inspection prepared the program for the observance of the birthday of Robert E. Lee; Miss Maycie Southall of the Division of Rural Supervision prepared the program for the observance of the birthday of Thomas J. Jackson; and Mrs. T. E. Johnston of the Division of Teacher Training prepared the program for the observance of Temperance and Law or Order Day.

I hope all the school officials and teachers of the State will take these special days into account and give due consideration to their observance.

A. T. Allen

State Superintendent of Public Instruction.



"DUTY is the sublimest word in our language."

—Robert E. Lee.

PROGRAM

GENERAL ROBERT E. LEE'S BIRTHDAY

January 19, 1927

I. The Lord's Prayer.

II. Bible Reading—Psalm XXIV.

III. Hymn—Onward Christian Soldiers.

IV. Reading—Life of General Lee.

His Boyhood.
At West Point.
The Young Engineer and Soldier.
General Lee, The Great Leader.
Appomattox.
Lee—The Educator.

V. Poem—The Sword of Lee.

VI. Hymn—How Firm a Foundation.

VII. Recitations—Some Incidents In His Life.

"Old Nat."
His Letter to His Son.
The Friend of Little Children.
Traveler.

VIII. Song—Dixie.

IX. Reading—Lee, The Christian Gentleman.

X. Poem—Little Giffen.

XI. Poem—The Blue and the Gray.

XII. Song—America.

XIII. Song—The Old North State.

SUGGESTED MATERIAL FOR PROGRAM

THE LIFE OF ROBERT E. LEE*

His Boyhood

Westmoreland County, Virginia, is a little county lying between the Rappahannock and Potomac rivers. It is not more than thirty miles long, and about half as broad, but it has probably given our country more great men than any other spot of its size in the United States. George Washington was born there, and James Monroe, as were also the famous Lees—Richard Henry, Francis Lightfoot, Arthur, and "Light Horse Harry."

General Henry Lee, Robert Edward Lee's father, was known as "Light Horse Harry Lee." He served in the army under George Washington, and later on was in Congress. When Washington died, he prepared the Memorial Address, containing the famous words, "first in war, first in peace, first in the hearts of his countrymen." Robert's mother was Anne Carter, of Virginia, a good and noble woman.

Stratford, the Lee home, was one of the most beautiful and interesting of the Colonial mansions of Virginia. Its timbers were of solid hewn oak of great size, and the brick used in the building were brought from England. It contained seventeen rooms, besides the great hall, and on the roof were two pavilions or summer houses made with the chimneys for columns and connected by a gallery. From them was seen the broad and stately Potomac River. Around the house were great oaks, cedars, and maples, and the drive through the grounds led to a magnificent grove of maples. There were, in addition to the house, four large offices, the kitchen, and stables to accommodate perhaps a hundred horses. The house is still standing.

In this home, on January 19th, 1807, was born Robert Edward Lee. The room in which he was born was the same one in which two signers of the Declaration of Independence had also been born. It was a fine, splendid home, and stood for honor, sincerity, and patriotism. The little boy, who was surrounded by books, by portraits of soldiers and statesmen, by beautiful silver and china and mahogany, loved and remembered always this beautiful home.

When Robert was four years old, his father moved with his family to Alexandria that his children might have better opportunities for an education; but as the boy grew older, he was often at Stratford, and also spent much time at Shirley on the James River, which was the beautiful home of his mother's father, Charles Carter. At both places, he took part in the sports and games: shot patridges, ducks, and geese;

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*Acknowledgment is made to Houghton-Mifflin Co. for helpful material from "Life of Robert E. Lee for Boys and Girls" by Hamilton and Hamilton.

fished, rowed, and sailed; swam in the summer, and skated in the winter. He spent much time on horseback, and became an expert horseman. He roamed freely through the woods and fields, and loved out-of-door life always.

It was two years after the Lees moved to Alexandria that General Henry Lee went to the West Indies, that journey from which he never returned to Virginia. He died five years later, when Robert was only eleven.

Although Robert's father went out of his life so early, his mother was left to him. She was his dearest friend, for she was the sort of mother a boy could have for a friend. Her thoughts were always of her children, left entirely to her care, and her life was filled with good works. When her two older sons left her, one for Harvard College, the other for the Navy, she gave all her attention to the little fellow who was left at home, and his two little sisters. His father wrote of him from the West Indies, "Robert was always good," and, striving to keep him so, Mrs. Lee taught him to think always of doing right. This thought stayed with him throughout his whole life, for had not his father said that a "Virginian's sons should be taught to always tell the truth"? He was taught industry, self-denial, self-control, truth, religion. He was taught the lessons of honor and pride. Patriotism he was born to, and he learned more of it through his school days at Alexandria. The place made him think of "the Father of his Country," and as Washington became the hero and ideal of Lee's boyhood, so he was in many ways the model of his manhood, for the study of Washington teaches patriotism.

Robert's first teacher in Alexandria was a gentleman named Mr. Leary, under whom the boy made rapid progress. He did unusually well in Latin and Greek. He and Mr. Leary were always devoted friends.

Then he went to a well-known school in Alexandria, taught by Mr. Benjamin Hallowell, who always spoke of Robert as a fine young man, and in later years, he wrote of his pupil:

"He was a most exemplary student in every respect. He was never behind time in his studies; never failed in a single recitation; was perfectly observant of the rules and regulations of the institution; was gentle, manly, and respectful to all his teachers and fellow-students. His specialty was finishing up. He imparted a neatness to everything he undertook."

In the Episcopal School at Alexandria he received careful religious training, but no doubt the deepest lessons that he learned were those that came from his mother's lips and life.

Not every young man of seventeen is strong enough to carry his mother about in his arms and yet suffer no harm from it. But young Robert Lee did it many times; and his erect, strong body bore the weight without the slightest harm. Passers-by on Orinoco Street, Alexandria, Virginia, must have often seen Robert, hurrying home after school—bring out his mother in his arms, and place her carefully in the comfortable old family coach. "Are you quite comfortable, mother?" he asked regularly, after he had settled her among the cushions of the big coach. And when sometimes the damp, chill wind blew up the river, he laughingly brought out some newspapers, and, with his pocket-knife, made curtains to keep out the drafts of air. This amused Mrs. Lee very much.

His mother was an invalid, and he spent most of his time, when out of school, with her. As her strength failed, the boy took many cares upon himself. He went to market, carried the big bunch of keys, cared for the horses, and took charge of the home. Do you wonder that, when he left for West Point, his mother said, "How can I do without Robert? He is both son and daughter to me."

Though he was gentle, tender, and loving, he was also a manly, honorable boy. He liked all sports, especially hunting, and grew to be a very strong boy, loving fun, and jokes with his friends.

As Robert grew older, he began to plan for the future, for he was anxious to be able to support himself. Remembering that his father had been a soldier, he chose that as his career. His brother was already in the Navy, so Lee applied for an appointment to West Point, and received it for the term beginning in 1825.

Life at West Point

When Robert was eighteen, he entered the Academy at West Point. Here he wore a uniform of gray, with black trimmings and gilt buttons. The collar was so high it touched the tips of his ears. The trousers were so short that they came above the shoe tops, in spite of having straps which went under the feet. The cap was seven inches high, made of leather, and trimmed with a plume, a cord, and a gilt medallion with U. S. on it.

The rooms had very little furniture in them. At night narrow mattresses were spread on the floor. The cadets made their own fires. The blaze had to be started with flint, steel and tinder, as there were no matches.

The Academy stood for strict obedience. The breaking of rules was promptly punished. During his entire four years, Robert Lee never received a demerit or any punishment. He liked the military drill, for he was a born soldier. He was steadily promoted, until, in his last year, he was made adjutant of the battalion. Fun came in the half-holidays on Saturday, with long walks, good hunting, skating and riding. He made many friends, and these friendships lasted throughout his life. One of his best friends was Joseph E. Johnston.

Lee graduated second in a class of forty-six members. He was not only a handsome young soldier, who stood easily, with squared shoulders, five feet eleven in height, but he was a brave and true gentleman, of fine manners.

The Young Engineer and Soldier

After leaving West Point, Robert Lee entered the Engineer Corps of the United States Army, and became Lieutenant Lee. He was sent to work on the fortifications at Hampton Roads.

About this time, his dear mother grew quite ill. He sat by her bedside day and night, and gave her all her food and medicine with his own hands. But his great care and love could not save her. He always said that he "owed everything" to his dear mother.

Lee did not stop his studies with his graduation from the Academy, but through hard work was promoted and stationed at Washington, as assistant to the chief engineer. A short while before this, he married Mary Custis, a charming young woman, who was the great granddaughter of Mrs. George Washington, and came to live at Arlington, a very beautiful old place on the Potomac River.

Later on his work as engineer took him to St. Louis to build dams and piles to save the city from the waters of the Mississippi. From St. Louis he went to New York to plan and build new forts to protect that city.

When war was declared between the United States and Mexico, Captain Lee went to Mexico with the army and fought all through the war. He was very brave, working day and night, building forts and fighting battles. General Scott said that his success in Mexico was largely due to the skill and valor of Robert E. Lee, and that he was the best soldier that he ever saw in the field.

In the midst of all this fighting, his boys at home were ever in his thoughts. This is a part of what he wrote to his son Custis on Christmas-Eve, 1846: "I hope good Santa Claus will fill my Bob's stocking tonight; that Mildred's, Agnes's, and Anna's may break down with good things. I do not know what he may have for you and Mary, but if he leaves you one-half of what I wish, you will want for nothing. I think if I had one of you on each side of me, riding on ponies, I would be quite happy."

Not long after, he wrote to his boys thus: "The ponies here cost from ten to fifty dollars. I have three horses, but Creole is my pet. She is a golden dun color, and takes me over all the ditches I have yet met with."

When the war was at last ended, in 1848, Captain Lee went home for a short rest, after which he was sent to West Point, as the Superintendent of the Academy from which he had graduated twenty-three years before. His duty was to watch over the studies and training of the boys who would one day be officers in the army.

After three years at West Point, he was sent to Texas as Lieutenant-Colonel of the Second Regiment of Cavalry. Out in Texas, many hardships were endured and life was very lonely. In one of his letters home, he wrote:

"The great heat has made much sickness among the men. The children, too, have suffered. A bright little boy died from it a few days since. He was the only child, and his parents were much grieved at his loss. . . . For the first time in my life, I read the service of our church over the grave, to a large number of soldiers." A few days later, he again read the service over a little boy who had died.

In a long letter from Fort Brown, Texas, December, 1856, he says: "I thought of you and wished to be with you." He wrote again, "Though absent, my heart will be in the midst of you; I can do nothing but love and pray for you all. My daily walks are alone, up and down the banks of the river, and my chief pleasure comes from my own thoughts, and from the sight of the flowers and animals I meet with here." In the midst of his wild, lonely life his thoughts were much with God and he was ever true to his faith in Christ.

Once when Colonel Lee was at home on a furlough he was ordered to Harper's Ferry to capture John Brown and his men, who had taken charge of the United States arsenal. Brown and his men were quickly taken prisoners, then tried and hung for treason.

Colonel Lee left Texas in 1861 to return to Washington and his family at Arlington—a brave, splendid man, ready always to do his duty.

General Robert E. Lee—The Great Leader

When at last the trouble between the North and South meant war, Colonel Lee was offered the chief command of the United States Army; but listen to his reply, "If I owned four millions of slaves, I would cheerfully sacrifice them to the preservation of the Union, but to lift my hand against my own State and people is impossible."

Again he was asked to change his mind. All that day, and the next, Lee thought over the question. The night of April 19th he spent walking the floor, or kneeling to pray for God's guidance in making his final decision. At last he saw where his duty lay. He came downstairs, and said to his wife, "Well, Mary, the question is settled. Here is my letter of resignation, and a letter I have written General Scott." These were the letters:

Arlington, Va., *April 20,* 1861.

GENERAL:

Since my interview with you on the 18th inst., I have felt that I ought no longer to retain my commission in the Army. I therefore tender my resignation, which I request you will recommend for acceptance. It would have been presented at once, but for the struggle it has cost me to separate myself from a service to which I have devoted all the best years of my life and all the ability I possessed.

During the whole of that time—more than a quarter of a century—I have experienced nothing but kindness from my superiors, and the most cordial friendship from my comrades. To no one, General, have I been as much indebted as to yourself for uniform kindness and consideration, and it has always been my ardent desire to meet your approbation. I shall carry to the grave the most grateful recollections of your kind consideration, and your name and fame will always be dear to me.

Save in defense of my native State, I never desire again to draw my sword. Be pleased to accept my most earnest wishes for the continuance of your happiness and prosperity, and believe me,

Most truly yours,

R. E. Lee.

Arlington, Washington City P. O., *April 20*, 1861.

Hon. Simon Cameron,
Secretary of War.

Sir: I have the honor to tender the resignation of my commission as colonel of the First Regiment of Cavalry.

Very respectfully,
Your obedient servant,
R. E. Lee.

Two days later, Lee bade Arlington a long and sorrowful farewell. He was never to see his beloved home again. Lee knew far better than most men in the South the strength and resources of the North, and he realized that the struggle would be long and victory hard fought. Yet he declined the highest rank in his profession that he might serve his own State. And he did this simply because he sought always to do the right as God gave it to him to see the right, and for him, a Lee of Virginia, there was no other choice. "Duty," he said, "is the sublimest word in our language." "There is a true glory and a true honor, the glory of duty done, the honor of the integrity of principle." Once he said to his son, Custis: "I know that wherever you may be placed, you will do your duty. That is all the pleasure, all the comfort, all the glory we can enjoy in this world." In this devotion to duty and calm trust in God lay the secret of his life.

He was a brilliant general, leading his men many times to victory. He was absolutely fearless, always ready to sacrifice himself, and dearly beloved by his soldiers.

Listen to what great men say about him:

Field Marshall Viscount Wolseley of the British Army visited the Confederate Army at headquarters. Of his first meeting with General Lee, he wrote:

"Every incident in that visit is indelibly stamped on my memory. All he said to me then, and in subsequent conversations is still fresh in my recollection. It is natural it should be so; for he was the ablest general, and to me seemed the greatest man I ever conversed with, and yet I have had the privilege of meeting Von Moltke, and Prince Bismarck. General Lee was one of the few men who ever seriously impressed and awed me with their inherent greatness. Forty years have come and gone since our meeting, yet the majesty of his manly bearing, the genial, winning grace, the sweetness of his smile, and the impressive dignity of his old-fashioned style of address, come back to me among my most cherished recollections. . . . His was indeed a beautiful character, and of him it might be written, 'In righteousness did he judge and make war.' "

Colonel Henderson, the English historian, spoke of Lee as "undoubtedly one of the greatest, if not the greatest soldier who ever spoke the English tongue."

Theodore Roosevelt said, "Lee will undoubtedly rank as without any exception the greatest of all the great captains that the English-speaking people have brought forth."

But would you know the secret of his greatness? Then listen again to his own words: "There is a true glory and a true honor: the glory of duty done; the honor of integrity and principle." These words, written on an old slip of dingy paper, were found in an old knapsack which he had used throughout the war. How well he knew their meaning!

Appomattox

And so, for four long years, war went on. Overwhelmed by the large numbers in the enemy's army, General Lee knew that there was no hope of a final victory. His men were starved, and almost exhausted. Was it right to continue their suffering? Again he did his duty, and decided to give up the struggle. He surrendered to General Grant on April 9th, 1865.

The meeting between General Grant and General Lee has been described by one who was present:

"Grant sat at a marble-topped table, in the center of the room, Lee at a small oval table near the front window. Grant was not quite forty-three years old, five feet eight inches tall, shoulders slightly stooped, hair and beard nut-brown, wearing a dark blue flannel blouse, unbuttoned, showing vest beneath; ordinary top-boots, trousers inside; dark yellow thread gloves; without sword or spurs; and no marks of rank, except a general's shoulder-straps.

"General Lee, now fifty-eight years old, was six feet tall, with hair and beard turned silver gray. He wore a handsome uniform of Confederate gray, buttoned up to the throat, with three stars on each side of the turned-down collar, fine top-boots with handsome spurs, gray gauntlets, and at his side a splendid sword.

"At General Lee's request, the terms of the surrender were written out and signed by General Grant. The Confederate chieftan, thinking always of his faithful soldiers, suggested that he would like to have them allowed to take their horses home for use on their farms. General Grant said that the soldiers might keep their horses. He also arranged to give General Lee's weary soldiers some food. The two generals shook hands, and once more General Lee rode away to his men. His words to them were:

"'Men, we have fought through the war together. I have done my best for you. My heart is too full to say more.'"

The next morning, General Lee sent his troops this farewell address:

"Headquarters, Army of Northern Virginia,
April 10, 1865.

"After four years of arduous service, marked by unsurpassed courage and fortitude, the Army of Northern Virginia has been compelled to yield to overwhelming numbers and resources. I need not tell the survivors of so many hard-fought battles, who have remained steadfast to the last, that I have consented to this result from no distrust of them; but feeling that valor and devotion could accomplish nothing that could compensate for the loss that would have attended the continuation of the contest, I have determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen. By the terms of the agreement, officers and men can return to their homes, and remain there until exchanged.

"You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed; and I earnestly pray that a merciful God will extend to you His blessing and protection. With an unceasing admiration for your constancy and devotion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you an affectionate farewell."
R. E. Lee, *General.*

On the same day, he rode away from his army, going to Richmond and his loved ones there. Taking off his hat, and bowing his head, silently he passed through the waiting crowd of friends to his own door.

GENERAL ROBERT E. LEE

You offered at your country's call
"Your life, your fortune, and your all";
Pledging your sacred honor high,
For her to live, for her to die;
With her you cast your future lot,
And now, without one single spot
To dim the brightness of your fame,
Or cast a shadow o'er your name,
You lay your sword with honor down,
And wear defeat as 'twere a crown.

—Mary Bayard Clarke.

GENERAL LEE'S ADVICE TO A YOUNG SOLDIER AT THE CLOSE OF THE WAR

. . . Go to your home, my son.
Go to your home. Take up and build anew
The life you left for me and for the South.
Your duty is to live, and mine to live,
Forget the hatred of the war and be
Not a Virginian only, but being that
A new American, and transmit the pride
To your sons to be, that a new America . . .

"*Lee*," by Edgar Lee Masters.

Lee—The Educator

After the war, he was offered the Presidency of Washington University, and here he gladly began the work of educating young men. Mounting his war horse, Traveller, General Lee rode alone four days westward across the Blue Ridge and quietly entered the town of Lexington. He spent the remainder of of his life fitting the youth of the South for the duties of citizenship. General Lee enjoyed his work very much. His pupils loved him dearly. He told the boys, "We have but one rule here, that every student be a gentleman."

But as the years passed his health began to fail. He tried to regain his strength by travel and rest, but he was never well again. One evening, after a long and busy day, he was taken seriously ill. During his illness, he thought again of his battles. His last words, "Tell Hill he must come up," are still a message to all the boys and girls of our country to come up—up to the best and finest that is in them, in trying always to do their duty.

He was buried beneath the college chapel, not far from where Stonewall Jackson, his "strong right arm" sleeps. Together they rest under the shade of the trees.

The South mourned the death of its great leader. Throughout the whole country, tribute was paid to this great son, for "never had a mother a nobler son."

And today, we gather, once again on his birthday, to do him honor!

ROBERT EDWARD LEE

"He needs no shining Hall of Fame
To canonize his worth;
For, chisled by the Eternal Hand,
His cherished face and form will stand,
In loving hearts in every land,
Peerless in all the earth."

—W. A. CLARKE.

THE SWORD OF LEE

Forth from its scabbard, pure and bright,
Flashed the sword of Lee!
Far in front of the deadly fight,
High o'er the brave in the cause of right,
Its stainless sheen like a beacon light,
Led us to victory.

Out of its scabbard, where full long
It slumbered peacefully,
Roused from its rest by the battle's song,
Shielding the feeble, smiting the strong,
Guarding the right, avenging the wrong,
Gleamed the sword of Lee.

Forth from its scabbard, high in air
  Beneath Virginia's sky—
And they who saw it gleaming there,
And knew who bore it, knelt to swear
That where that sword led, they would dare
  To follow—and to die.

Out of its scabbard! Never hand
  Waved sword from stain so free;
Nor purer sword led braver band,
Nor braver bled for a brighter land,
Nor brighter land had a cause so grand,
  Nor cause a chief like Lee!

Forth from its scabbard! How we prayed
  That sword might victor be!
And when our triumph was delayed,
And many a heart grew sore afraid,
We still hoped on while gleamed the blade
  Of noble Robert Lee.

Forth from its scabbard all in vain
  Bright flashed the sword of Lee;
'Tis shrouded now in its sheath again,
It sleeps the sleep of our noble slain,
Defeated, yet without stain,
  Proudly and peacefully.

—Abram J. Ryan.

SOME INCIDENTS IN GENERAL LEE'S LIFE

Old Nat, the Coachman

When Robert came home from West Point, he found his mother's old coachman, "Uncle Nat," very ill. He had been his boyhood friend. Robert took him at once to the South, employed a good doctor, and nursed him with great care. But in the spring the good old slave died, and was laid to rest by the hand of his kind young master. We like to think of this thoughtful young man, helping to care so tenderly for the old servant.

General Lee's Letter to His Son

"You must study to be frank with the world. Frankness is the child of honesty and courage. Say just what you mean to do, on every occasion, and take it for granted that you mean to do right. If a friend asks a favor, you should grant it, if it is reasonable; if not, tell him plainly why you cannot; you would wrong him, and wrong yourself, by equivocation of any kind.

"Never do a wrong thing to make a friend or keep one. . . . Above all, do not appear to others what you are not. . . . We should live, act, and say nothing to the injury of anyone.

"In regard to duty, let me, in conclusion of this hasty letter, inform you that nearly a hundred years ago there was a day of remarkable gloom and darkness—still known as 'the dark day'—a day when the light of the sun was slowly extinguished, as if by an eclipse.

"The Legislature of Connecticut was in session, and as its members saw the unexpected and unaccountable darkness coming on, they shared in general awe and terror. It was supposed by many that the last day—the day of judgment—had come. Some one, in the consternation of the hour, moved an adjournment.

"Then there arose an old Puritan legislator, Davenport, of Stamford, and said that if the last day had come, he desired to be found at his place, doing his duty, and, therefore, moved that candles be brought in, so that the House could proceed with its duty.

"There was quietness in that man's mind, the quietness of heavenly wisdom and inflexible willingness to obey present duty. Duty, then, is the sublimest word in our language. Do your duty in all things like the old Puritan. You cannot do more; you should never wish to do less. Never let your mother or me wear one gray hair for any lack of duty on your part."

The Friend of Little Children

He loved children and children loved him. On one occasion, having learned on a visit to a friend that two little boys in the family were sick with croup, he trudged back next day in the midst of a storm with a basket of pecans and a toy for his little friends.

Once during the war, he wrote Mrs. Lee, "Yesterday, three little girls walked into my room, each with a small basket. The eldest had some fresh eggs, the second some pickles, and the third some pop-corn which had grown in her garden. They had with them a young maid with a block of soap made by her mother. . . . I had not had so nice a visit for a long time. I was able to fill their baskets with apples and begged them to bring me hereafter nothing but kisses and to keep the eggs and corn for themselves."

One Sunday, during the war, he went to service at a crowded church. There he saw a little girl in a faded dress standing just inside the door looking for a seat. "Come with me, my little lady," said the great soldier, "and you shall sit by me." So side by side sat the two friends.

He knew all of the children in Lexington, and along the roads and by-paths of his daily rides, and they were always delighted when they met him. He could be seen at any time stopping on the streets to kiss some bright-eyed little girl, or pass a joke with some little boy. One of these little friends would go to the chapel service often and sit by the general, who treated him very kindly. The boy had the idea that wherever he saw General Lee, his place was by his side. At the next college commencement, the little fellow stole away from his mother. Before she knew of it, he was on the platform, sitting at the general's feet, gazing up into his face, not knowing that he was out of place.

In a little while he went fast asleep, resting his head on the general's knees. The great man remained in one position for a long time, and suffered much discomfort, that he might not disturb the sleeping child.

At Healing Springs, General Lee was one day sitting in the parlor, talking with a number of women and children who had come to see him. A bright little fellow from Richmond ran in from a romp on the lawn. Seeing a pair of legs crossed, and belonging to a kind old gentleman, he mounted them for his horse and began to ride. This greatly amused the company. The mother feared that General Lee would be displeased, but the General was delighted, and, after allowing the little fellow to ride to his heart's content, took him in his lap, calling him his "merry little friend."

General Lee was also the friend of all animals. Once when the guns of the enemy could be heard, he said to his soldiers: "Men, you had better go into the back yard; they are firing up here and you might get hurt."

The men obeyed, but they saw their dear general walk across the yard, pick up something and place it in a tree over his head. They found out that the thing for which he had risked his life was only a little bird which had fallen from its nest. God had given the great soldier a heart so tender that he could stop amid the rain of shot and shell to care for a tiny fallen birdling.

Traveler

General Lee's horse was almost as well-known as his master. Traveler "always stepped as if conscious that he bore a king on his back." This noble horse bore his master throughout the war, and for several years afterwards. In a letter to his daughter, General Lee writes about Traveler:

"If I were an artist like you, I would draw a true picture of Traveler, representing his fine proportions, muscular figure, deep chest and short back, strong haunches, flat legs, small head, broad forehead, delicate ears, quick eye, small feet and black mane and tail. Such a picture would inspire a poet who could then depict his worth, and describe his endurance of toil, hunger, thirst, heat, cold, and the dangers and sufferings through which he has passed. He could dwell upon his sagacity, affection, and invariable response to every wish of his rider. He might even imagine his thoughts, through the long night marches, and the days of battle through which he has passed. But I am no artist; I can only say that he has carried me through many long night marches and fierce battles."

These two friends, man and horse, understood each other. One example of the wisdom of the horse, and of his trust in his master, was often told. The horse had been taken from a steamboat, and became excited by the strange sounds on the wharf. He started up the street, alone, and was on the point of breaking into a wild gallop. At this moment, Lee, directing the crowd to cease their shouts, gave a peculiar whistle. Traveler, hearing it, at once turned about toward the well-known signal, and returned to his master.

LEE—THE CHRISTIAN GENTLEMAN

In person, General Lee was strikingly handsome. He was tall in stature, and had a perfectly proportioned figure. His features were handsome, and his expression commanding, yet kind and willing. In his manner, he was quiet and modest but thoroughly self-possessed. He was courteous and kind to all, and the humblest private in the army approached him with absolute certainty of a cordial welcome. He was devotedly loved by his friends, and personally he had no enemies. He was strong in his friendships, and slow to condemn anyone. He possessed the most perfect command over his temper, and it is said that he was never seen angry. An oath never passed his lips, and he used neither tobacco nor liquors.

Three lives came into his life, and were lived over again in him. Jesus Christ our Saviour, his mother, and George Washington. He was very religious, not ashamed nor afraid to profess himself a Christian. This we know from his army orders, his family letters, and his daily life. Listen to his words:

"In His own good time, He will relieve us, and make all things work together for our good, if we give Him our love, and place in Him our trust."

So I think we may say, "Everywhere, and always, he had God in his heart."

Shout then, Oh children, sagas sing,
Of Lee, more valorous than a king;
As princely as that ancient knight
Whose life was lost to make wrong right;
As truthful as the one whose grave
Potomac's waters ever lave;
As steadfast as the Captain gone
Whose heart was pure his whole life long;
The world no nobler soul has known
Than his, the South claims as her own.

—N. E. Gresham,
Ode: *The Sword of Lee.*

LITTLE GIFFEN

(One of Lee's Soldiers)

Out of the focal and foremost fire—
Out of the hospital walls as dire—
Smitten of grapeshot and gangrene—
Eighteenth battle, and he sixteen—
Specter such as you seldom see,
Little Giffen of Tennessee.

"Take him, and welcome!" the surgeon said;
"Not the doctor can help the dead!"
So we took him and brought him where
The balm was sweet in our summer air;
And we laid him down on a wholesome bed;
Utter Lazarus, heel to head!

And we watched the war with abated breath,
Skeleton boy against skeleton death!
Months of torture, how many such!
Weary weeks of the stick and crutch,—
And still a glint in the steel-blue eye
Told of a spirit that wouldn't die.

And didn't! Nay! More! in death's despite
The crippled skeleton learned to write—
"Dear Mother!" at first, of course, and then
"Dear Captain!" inquiring about the men.
Captain's answer: "Of eighty and five,
Giffen and I are left alive."

"Johnson pressed at the front," they say;—
Little Giffen was up and away!
A tear, his first, as he bade good-bye,
Dimmed the glint of his steel-blue eye.
"I'll write, if spared!" There was news of fight,
But none of Giffen! He did not write!

I sometimes fancy that were I King
Of the courtly knights of Arthur's ring,
With the voice of the minstrel in mine ear
And the tender legend that trembles here,
I'd give the best on his bended knee—
The whitest soul of my chivalry—
For Little Giffen of Tennessee.

—FRANCIS ORRAY TICHNOR.

THE BLUE AND THE GRAY

By the flow of the inland river,
  Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
  Asleep are the ranks of the dead:
Under the sod and the dew,
  Waiting the judgment-day;
Under the one, the Blue,
  Under the other, the Gray.

These in the robings of glory,
  Those in the gloom of defeat,
All with the battle-blood gory,
  In the dusk of eternity meet,
Under the sod and the dew,
  Waiting the judgment-day;
Under the laurel, the Blue
  Under the willow, the Gray.

From the silence of sorrowful hours
  The desolate mourners go,
Lovingly laden with flowers
  Alike for the friend and the foe,
Under the sod and the dew,
  Waiting the judgment-day;
Under the roses, the Blue,
  Under the lilies, the Gray.

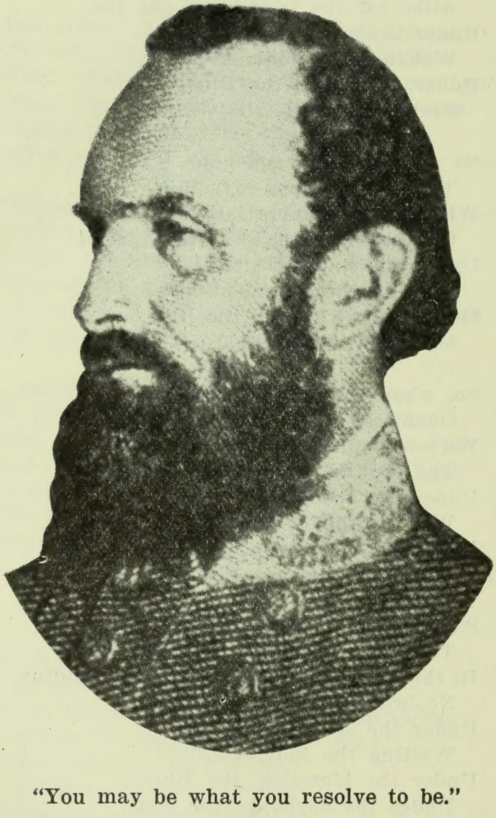
So with an equal splendor
  The morning sun-rays fall,
With a touch impartially tender,
  On the blossoms blooming for all:
Under the sod and the dew,
  Waiting the judgment-day;
Broidered with gold, the Blue,
  Mellowed with gold, the Gray.

So, when the summer calleth,
  On forest and field of grain,
With an equal murmur falleth
  The cooling drip of the rain:
Under the sod and the dew,
  Waiting the judgment-day;
Wet with the rain, the Blue,
  Wet with the rain, the Gray.

Sadly, but not with upbraiding,
  The generous deed was done,
In the storm of the years that are fading,
  No braver battle was won:
Under the sod and the dew,
  Waiting the judgment-day;
Under the blossoms, the Blue,
  Under the garlands, the Gray.

No more shall the war cry sever,
  Or the winding rivers be red;
They banish our anger forever
  When they laurel the graves of our dead:
Under the sod and the dew,
  Waiting the judgment-day;
Love and tears for the Blue,
  Tears and love for the Gray.

—Francis Miles Finch.



"You may be what you resolve to be."
"Duty is ours, consequences are God's."
—Stonewall Jackson.

OUTLINE OF PROGRAM

Commemorating the Birth of General Thomas J. (Stonewall) Jackson

Friday, January 21st

I. Scripture Reading—II Corinthians, 5.
(Read by Jackson in the presence of his wife when called to Richmond with his cadets at the breaking out of the war.)

II. A Brief Character Sketch of Jackson.
  1. As a Boy.
  2. As a Student.
  3. As a Husband and Father.
  4. As a Soldier and Christian.

III. Poem—Stonewall's Way.

IV. Song—Onward Christian Soldiers.

V. Features of Valley Campaign Marking Jackson As a Military Genius.
  1. Rapidity of Movement.
  2. Secrecy of Movement.
  3. Knowledge of Movement and Plans of the Enemy.
  4. Aggressiveness In Fighting.
  5. Affection of His Soldiers.

VI. Poem—Lone Sentry.

VII. Song—Maryland, My Maryland
(Sung by Jackson's army as they waded the Potomac River.)

VIII. Idiosyncrasies of Jackson.

IX. Poem—Observation of Stonewall's Servant.

X. Song—The Son of God Goes Forth to War.

XI. Relation of Jackson and Lee.
  1. Jackson's Attitude Toward His Superior Officer.
  2. Lee's Opinion of Jackson.

XII. Poem—The Brigade Must Not Know, Sir.

SUGGESTED MATERIALS FOR PROGRAM

A BRIEF CHARACTER SKETCH OF JACKSON

As a Boy

Thomas Jonathan Jackson was born January 21, 1824, at Clarksburg, Virginia; at least, that was the supposed date of his birth; the family records were lost when their home was broken up and he did not remember dates with accuracy. His father, Jonathan Jackson, was a lawyer with a good mind and a growing practice but like many in those days he had advanced money and endorsed notes for his neighbors which were responsible for the loss of all his property. When Thomas was only three his father died and his mother was left a widow with three small children and without a home or means of support. The Masonic Order, of which Jonathan Jackson had been a member, gave his widow a house of only one room. Here she sewed and taught school to care for her little ones.

When Thomas was six, his mother married Captain Blake Woodson, a lawyer of good education; but he was much her senior and a widower without fortune. His slender means were inadequate to the support of a family and necessity soon compelled the poor mother to give up her two boys to the care of their father's relatives. So Thomas, at the age of six years, had to take leave of his mother. It was a heart-breaking separation and one which he never forgot.

After being with his aunt one year he was sent to see his mother die. Being a Christian, death for her had no sting and Thomas, long years after, said that her dying words and prayer had never been erased from his memory. It is said of him, as a child, that he was strangely quiet and manly. The sadness of his young life made him grave and thoughtful beyond his years. When he was only eight he left his aunt's and walked four or five miles to his cousin's. While eating his dinner he said in a quiet way, "Uncle and I don't agree. I have quit him and shall not go back any more." His cousin tried to show him that he was in fault but he only shook his head and said more firmly, "No, Uncle and I don't agree." He never gave any reasons for the break but it seems from a letter written years afterwards that his uncle had wanted him to go for a mule on Sunday and this was not in keeping with his early training as to the observation of the Sabbath. The next morning he set out alone and walked eighteen miles to the home of his bachelor uncle, Cummins Jackson, the half brother of his father. Here he was with his brother, Warren, and little sister, Laura. The three children went to school when there was any school in the neighborhood. On his uncle's farm the children engaged in youthful enterprises. Thomas would build rabbit snares, bird traps, and even bridges for his little sister to walk on in crossing streams. His boyhood was marked by the same energy and determination that later marked his career. No matter what he undertook, whether of work or play, he "never gave up."

Warren was a bold and rather restless boy who did not like being dependent. He had heard stories of the ease of making a fortune west of the Ohio and at the age of fourteen he induced Thomas, who was only twelve, to go with him to seek their fortunes in the West. After stopping for a time at the home of their uncle on the Ohio River, they went down that river and for months were not heard from.

In the fall of that year they returned, ragged and ill with chills and fever. Their story was that they made a raft and floated down to one of the lonely islands of the Mississippi where they cut wood for steamboats on the river. Here they spent the summer alone with little food in the midst of a dense forest. At last illness forced them to seek their way homeward.

Later, in the management of his uncle's farm, Thomas learned to put his young shoulders to the wheel and he soon proved so capable that he was intrusted with the duties of overseer of the laborers in getting the largest trees out of the forest and to the mill, in all of which he showed great intelligence, endurance and efficiency.

His Uncle Cummins, it appears, was fond of sports, of fox hunts and horse racing. He kept a number of blooded horses and had a four-mile race track on his farm. Thomas was his trainer. His determination to succeed was shown here, for his neighbors said, "If a horse had any winning qualities whatever in him, Thomas Jackson never failed to bring them out on the turf." Although he spoke of himself as a "wild boy," he was noted for his truthfulness and honesty and kept himself free from all that was impure or degrading.

One of the neighbors, in recalling his childhood, states that there was an instinctive courtesy in his conduct; his sense of justice was very strong and as long as he met with fair treatment he was gentle and peaceful; but he was quick to resent an insult and in a boyish combat would never yield to defeat. He was a ring-leader in boyish sports and whenever he was captain in any game, his side was pretty sure to come off victorious.

His independent spirit caused him to wish to be self-supporting. At the age of seventeen he was made constable of one-half of Lewis County. During the two years that he held this position he kept his accounts with strict accuracy. Several interesting stories are told of his firmness and tact in dealing with debtors.

As a Student

During the three months a year that Thomas attended school he was a diligent, plodding scholar, having a strong mind which was slow in development. In arithmetic he was quick, but in other studies he had to work hard, yet he always "stuck to it" and would not let go until he had perfected a lesson. In this way he was usually behind the class, not ready to recite and as a result received low marks. He learned slowly but anything he once learned he never forgot. He was slow to decide except when excited but when he made up his mind to do a thing, he did it on short notice and quick time.

A desire for self-improvement had been the passion of his youth. He longed to make a position for himself equal to that of his forefathers. To accomplish this he knew he must secure an education. Therefore, when a vacancy for his Congressional district occurred at the West Point Military Academy, he hurried to Washington to seek appointment to the cadetship. The Secretary of War liked his grit and manliness in answering his questions and gave him the appointment. Noting that he was clad in homespun with only saddle bags for his wardrobe, he said, "Sir, you have a good name. Go to West Point, and the first man who insults you, knock him down, and have it charged to my account." An old friend and fellow classmate says, "He had a rough time at the Academy at first for lack of previous training and it was all he could do to pass the examinations. All lights were put out at "taps," ten o'clock, and just before the signal Jackson would pile up his grate with coal and, lying prone before it on the floor, would work away at his lessons by the glow of the fire till a late hour of the night. Through his determination to succeed he steadily rose during the four years from the bottom of the class to seventeenth in a class of fifty-two. The students noted his steady climb and said: "If we had to stay here another four years, 'Old Jackson' would be at the head of the class."

Although he had few intimate friends his earnestness and high sense of honor won for him the confidence and respect of his teachers and classmates. While at West Point he wrote in a blank book a number of rules for his life. The first one of these was—"You can be what you resolve to be."

He continued his struggle for self-improvement after graduation. He joined the local debating club in order to improve his public speaking. While confined in the City of Mexico after the Mexican War he began the study of the Spanish language and was soon able to speak it well. Later in life he determined to study Latin, saying, "Whatever I will to do, I can do." He read Shakespeare for recreation and studied his Bible daily. His wife says, "His library was only a small one—a mixture of history, Spanish and French. He often read his Testament in French. During the war he studied almost daily two books—his Bible and the Campaigns of Napoleon."

As a Husband and Father

Colonel Henderson says: "It was only within the portals of his own home that Jackson's real nature disclosed itself. The simple and pathetic pages in which his widow has recorded the story of their married life unfold an almost ideal picture of domestic happiness." Doctor Doheny says that, "In no man were the domestic affections ever more tender and noble. He who saw only him as the stern, self-denying soldier in his quarters, or on the field of battle, scarcely comprehended the gentle sweetness of his home life. In his household the law of love reigned and his sternest rebuke was to say half tenderly, half sadly: 'Ah! that is not the way to be happy.' "

Bayard Taylor's beautiful lines:

> "The bravest are the tenderest,
> The loving are the daring."

found a true exemplification in his domestic life as shown by his letters.

His only child, Julia, was born during his service in the Civil War. When the baby was five months old Mrs. Jackson visited him in camp. All were impressed with the father's devotion to the child. When she went to sleep he would kneel over her cradle and gaze upon her little face with the most rapt admiration. He once said to his wife, "Do not set your heart upon her except as a gift of God. If she absorbs too much of our hearts God may remove her from us." His wife tells of an incident that shows his ideas of training even the very young: "Little Julia was kicking on the bed to be taken up, and the air was filled with cries that increased in vigor. My husband would allow no one to touch her. 'When she stops crying we will take her up,' he explained, and he remained fixed in his seat by the bed until the enemy surrendered."

As a Soldier and Christian

It is hard for his biographers to explain to the reading public how the soldier and Christian kept house together as illustrated in the life of Jackson. His wife quotes him as exclaiming, "Oh, how I do deprecate war! Should the step be taken that is now threatened, we shall have no alternative. We must fight." Bradford says, "To gratify personal ambition he would have hesitated at destruction and slaughter. But to do his duty, to carry out the designs of Providence, he would override all obstacles and subdue all scruples. In the face of it human sufferings counted simply as nothing." His sister-in-law says, "Never have I known a holier man. Never have I seen a human being as thoroughly governed by duty." General Worsley says, "The most reckless and irreligious of the Confederate soldiers were silent in his presence, and stood abashed before this God-fearing man." His firm belief in an Over-ruling Providence is shown in all his dispatches and messages to headquarters of which the following is a model: "God has given us a brilliant victory at Harpers Ferry today." Hon. Job W. Daniel says, "His religion tinged all the acts of his life. It was no shining Sunday garment but his uniform at home and abroad, his cloak in bivouac, his armor in battle." He was deeply concerned for the spiritual welfare of his soldiers, and labored to secure suitable chaplains for his army. "It is my chief desire," he said, "to command a converted army. I am anxious that my men shall be good soldiers of the Cross as well as good soldiers of their country." Henderson says, "He was not a fatalist as some have asserted and, therefore, careless of his own personal safety. While he prayed without ceasing under fire and in camp, he also knew that prayer is not always answered in the way which man would have it. He went into battle with supreme confidence not that the Lord would deliver the enmy into his hand but that whatever happened would be the best that could happen." Thus we see portrayed in this soldier-Christian an uprightness of conduct, a stern will power by which he conquered all difficulties, a firm belief in an Overruling-Providence, and an entire submission to the will of God.

"STONEWALL" JACKSON'S WAY

(The following verses were found stained with blood, in the breast pocket of a dead soldier of the old Stonewall Brigade, after one of Jackson's battles in the Shenandoah Valley. They are believed to have been written by Dr. F. W. Palmer of Maryland.)

Come, stack arms, men! Pile on the rails;
  Stir up the camp-fire bright;
No matter if the canteen fails,
  We'll make a roaring night.
Here Shenandoah brawls along,
Here burly Blue Ridge echoes strong,
To swell the brigade's rousing song,
  Of "Stonewall Jackson's way."

We see him now—the old slouched hat
  Cocked o'er his eye askew—
The shrewd dry smile—the speech so pat,
  So calm, so blunt, so true.
The "Blue Light, Elder" knows 'em well;
Says he, "That's Banks; he's fond of shell.
Lord save his soul! we'll give him ——," well
  That's "Stonewall Jackson's way."

Silence! Ground arms! Kneel all! Caps off!
  Old "Blue Light's" going to pray.
Strangle the fool that dares to scoff!
  Attention! it's his way!
Appealing from his native sod
In *forma pauperis* to God,
"Lay bare thine arms! Stretch forth thy rod!
  Amen!" That's Stonewall's way.

He's in the saddle now: Fall in!
  Steady! The whole brigade!
Hill's at the ford, cut off; we'll win
  His way out, ball and blade.
What matter if our shoes are worn?
What matter if our feet are torn?
Quick step! we're with him before dawn!
  That's Stonewall Jackson's way!

The sun's bright lances rout the mists
  Of morning—and, by George!
Here's Longstreet, struggling in the lists,
  Hemmed in an ugly gorge.
Pope and his Yankees, whipped before:
"Bayonets and grape!" hear Stonewall roar;
"Charge, Stuart! Pay off Ashby's score,
  In Stonewall Jackson's way!"

Ah, maiden! wait, and watch, and year
  For news of Stonewall's band!
Ah, widow! read—with eyes that burn,
  That ring upon thy hand!
Ah! wife, sew on, pray on, hope on:
Thy life shall not be all forlorn.
The foe had better ne'er been born,
  That gets in Stonewall's way.

—F. W. Palmer.

FEATURES OF THE VALLEY CAMPAIGN WHICH MARKED JACKSON AS A MILITARY GENIUS

Rapidity of Movement

Jackson's Infantry was called "foot cavalry" so rapid were its movements. The rapid movement of Jackson's troops in the Valley Campaign contributed largely to his success. Before the opposing general could get reports of his whereabouts he was threatening an attack at some point so distant from his last known position as to create a surprise and even panic. His men used to say, "Old Jack always moves at early dawn except when he starts the day before." One man was heard to say as he struggled along, "Moses took forty years to lead the Israelites through the wilderness, and Old Jack would have double-quicked them through in three days." Some of the marches of his troops have never been surpassed by organized men.

Secrecy of Movement

He seldom confided his plans even to his most trusted lieutenants. There was always a mystery enveloping his army and its movements; the most contradictory reports of his numbers, movements and plans were continually being carried to the Union headquarters. It was a part of his tactics to deceive and mystify the enemy. While campaign-ing, General Jackson maintained the greatest secrecy in regard to his plans; this habit of his he instilled into his men and they were always silent when questioned. An amusing story is told of one of Hood's Texans whom General Jackson found straggling from his command. "Where are you going, sir?" asked General Jackson. "I don't know," came the reply. "What command do you belong to?" "Don't know, sir." "What State are you from?" "I cannot tell." "What do you know, then, sir?" "Nothing at all at this time, sir," said the Texan. "Old Stonewall says we are to be know-nothings until after the next fight and you shall not make me violate my orders." Jackson laughed and passed on.

Knowledge of the Movements and Plans of the Enemy

His knowledge of the movement and plans of the enemy was usually very accurate and complete and if any link was missing, he supplied the deficiency by an almost prophetic insight. His success was not due to fortunate circumstances but the result of plans based upon carefully collected data and keen knowledge of military psychology. He made such careful and thorough study of the elaborate maps prepared by his engineer, which marked even the foot-paths and mountain rivulets, that his men declared that Jackson "knew every hole and corner of the Valley as well as if he had made it himself." Jackson planned every movement of his entire army, and nearly every detail was carried out under his own eyes.

After the surrender of Harper's Ferry a Federal soldier was heard to say to his comrade as Jackson passed, "Boys, he's not much for looks, but if we'd had him, we wouldn't have been caught in this trap." Another time a Federal officer remarked that his surprise and admiration of Jackson's perfect knowledge of the movements of the Union army was only equalled by the shame and indignation he felt at such incompetency on the part of the Union generals.

Aggressiveness In Fighting

His aggressiveness in fighting is considered the most powerful cause contributing to his success. The moral effect of taking the initiative in battle cannot be too greatly estimated. It was a part of Jackson's character; it was natural for him to strike instead of waiting to be struck. He moved his forces with terrible swiftness and delivered his blows without hesitation and with a power backed by his own will. "War," he says, "means fighting." His following remark is characteristic of his methods: "Always mystify, mislead, and surprise the enemy if possible; and when you strike and overcome him, never give up the pursuit as long as your men have strength to follow; for an army routed, if hotly pursued, becomes panic stricken and can be destroyed by half their number." Another rule is, "Never fight against heavy odds if by maneuvering you can hurl your own forces on only a part, and that the weakest part, of your enemy and crush it. Such tactics will win every time, and a small army thus may destroy a large one in detail and repeated victory will make it invincible." "One mail a week and three fights a day," said an Irishman, "was the rule in Jackson's army."

Affection of His Soldiers

He had a wonderful hold upon the affection of his soldiers. The common soldier loved him not so much for his successes as for his lofty character. At all times he was strong, truthful, self-denying, and self-sacrificing. He was a hard taskmaster, exacting and severe. "Whatever of personal magnetism existed in Stonewall Jackson," says his biographer, "found no utterance in words." "Whilst his soldiers struggled painfully toward Romney in the teeth of a winter storm, his lips were never opened save for sharp rebuke or brief orders. But the men had confidence in him. He had gotten them out of many a difficulty and something in his manner told them that he would get them out of any difficulty. The sight of his old uniform and scrawny sorrel horse stirred all their nerves and made them march and fight as they could not have done for another man. And then they knew that though he was harsh he was just. He expected great things of them but he would do great things for them. He would slaughter them mercilessly to win a victory; but when it was won he would give them the glory, under God, and would cherish the survivors with a parent's tenderness." Dr. Dabney tells us that on one occasion when Jackson's men had endured hard marching and fierce fighting Jackson himself kept watch saying, "Let the poor fellows sleep; I will guard the camp myself." The poem, "Lone Sentry," a part of which follows, gives a soldier's picture of this watch.

"We do not regard him as a severe disciplinarian," writes one of the soldiers, "but as a Christian, a brave man who appreciates the conditions of a common soldier, as a fatherly protector, as one who endures all hardships in common with his followers, who never commands others to face danger without putting himself in the van." In the fierce battle of Cedar Run one of his regiments began to fall back. Jackson placed himself in front of his men, drew his sword, and cried in a voice of thunder, "Rally, brave men! Jackson will lead you! Follow me!" This turned the tide of battle and the Federal army broke into full retreat.

One of his contemporaries is quoted as saying, "Jackson's genius overcame all obstacles and even turned some of them to his advantage. He used the mountains and impassable forests to screen his movements, the raw and undisciplined troops that came to his hands he fused into a homogeneous army—not very well disciplined soldiers perhaps—but a devoted and loyal body never failing to respond to any demands he made upon them on the march or on the field of battle." Major

General Heth says, "Quick as lightning to take in the situation confronting him, he knew exactly when, where and how to strike, and when he did strike he was as irresistible as a tornado—he swept all before him. Never excited, he was as cool under fire as he would have been if attending church."

It was the above five features of his many campaigns that marked Jackson as a military genius and spread his renoun. The plans of his battles are studied by military men and used by them as models of strategy and tactics in America and abroad.

THE LONE SENTRY

'Twas at the dying of the day,
The darkness grew so still,
The drowsy pipe of evening birds
Was hushed upon the hill.
Athwart the shadows of the vale
Slumbered the men of might,
And one lone sentry paced his rounds
To watch the camp that night.

A grave and solemn man was he,
With deep and sombre brow;
The dreamful eyes seemed hoarding up
Some unaccomplished vow.
The wistful glance peered o'er the plain
Beneath the starry light;
And, with the murmured name of God,
He watched the camp that night.

JAMES R. RANDALL.

IDIOSYNCRASIES OF JACKSON

Many, many incidents and anecdotes are told of the peculiarities of Jackson. A few authentic ones are given here with the hope that they will not only be of interest but will also give a better understanding of the motives that actuated his daily activities.

Every statement of his, no matter how unimportant, had to be accurate; or, if inaccurate, corrected. He walked for a mile in the rain one night after ten o'clock to correct a trivial error due to an oversight on his part.

One of his principles was that a man can do what he wills to do. His inability to speak in public annoyed him so that he joined a literary club. At first he could never get through a speech, often having to sit down in the middle of a sentence, and although his efforts were very painful to himself and his hearers he kept trying until he became a very good speaker.

He was noted for being a strict disciplinarian and was no more lenient with himself than with others. While teaching in the Virginia Military Institute he suffered from dyspepsia, which caused drowsiness, and his eyes were also giving him trouble. In order to do justice to his classes and not strain his eyes he would *stand up* beside his desk and carefully read over the lessons for the next day. Then in the evening he would sit with his face to the wall and go over in his mind the lessons he had read until they were his own. He said that this training was very helpful to him in later life when he had to work out plans in his mind's eye while on the march.

He obeyed the letter as well as the spirit of the law in the commandment to remember the Sabbath day to keep it holy. He refrained from writing letters on Sunday; he would not read a letter on Sunday; he even timed the sending of his letters so they would not encumber the mail on Sunday. He also refrained as much as possible from worldly conversation. His wife says, "If a secular subject was introduced on Sunday, he would usually say with a smile, 'We will talk about that tomorrow.' "

He made a point of being punctual to a minute. One of his associates at Virginia Military Institute says, "I have known him to walk in front of the superintendent's quarters in a hard rain because the hour had not arrived when it was his duty to present his weekly class report." On one occasion he had sent for his pastor, Dr. White, to hold a religious service with his men. When the hour for their departure struck, Jackson took up the line of march and left his beloved pastor praying.

One of the keynotes of his great success as a soldier was prompt obedience of orders and requiring the same of others. It is said that he continued to wear a thick woolen uniform late in the summer because he had been given orders prescribing that uniform and none directing it to be changed.

He had a delicate regard for the feelings of others and, although rather awkward and constrained, he was inately polite and courteous to all. He made a rule to accept, if possible, all invitations, saying that when a friend had taken the trouble to invite him it was his duty to attend. When the humblest soldier saluted him his hat was lifted in return. To the gray headed darky who bowed before him, he would lift his hat as courteously as to his commander-in-chief.

Even in early childhood Jackson seemed to have had a feeling that it was wrong to yield to weaknesses and difficulties. For this reason he would not let any appetite control him or any weakness overcome him. He used neither coffee, tobacco, nor strong drinks and he went all winter without a cloak or overcoat giving as his reason that he did not wish to give way to cold. Upon being asked if he disliked whiskey he said, "No, I like it, that is the reason I never use it. I am more afraid of it than all the Federal bullets."

There seemed to be no pretentiousness nor desire for display in his make up. Some of his admirers, feeling that their hero would appear to better advantage if mounted on a blooded horse, presented him with one but Jackson preferred the scraggy old sorrel horse because he stood fire well. He usually rode in a loose shambling manner and was somewhat indifferent about his appearance, preferring the weatherbeaten old uniform to the bright new ones presented him.

Preferring to endure the same hardships as his men, he firmly declined the luxury of hospitable mansions along the line of march. It was said that his headquarters were often under a tree, his couch in a fence corner; his camp outfit little more than a frying pan and blanket. He has been known to ride for three days and nights with practically no rest or food.

He was extremely conscientious in his attention to details. While the soldiers were in camp he was usually poking about in out-of-way places, often riding unattended to outposts at night and talking with the pickets about the movement of the enemy. It will be recalled that just such a mission occasioned his death—he was mistaken for the enemy and fired upon by his own men. When the soldiers would hear a slight noise at night they would say, "There goes Old Jack or a horse."

Jackson's habit of walking in the woods in order to be alone where he could pray aloud caused those who chanced to see him say, "Old Jack is *crazy*." Old Jim, his servant said, "Whenever I misses massa a little while in the day, I allus knows he is prayin' a spell; whenever he's out all night, I knows we are goin' to move next day; but when he stays out and comes back from a long spell of prayin', I knows dars goin' to be a foight somewhar, mighty quick, and dis chile packs up the valuables and gets out of de way, like a sensible cullud pusson." Old Jim was laughingly called Jackson's barometer and this story was the basis for the poem, "Observations of 'Stonewall's' Servant."

OBSERVATIONS OF "STONEWALL'S" SERVANT

"I'll tell you wat, ole Cato,"
  Quoth Cuff by the bright camp-fire,
"We's gwine to hab a battle;
  Nebber min' dis mud an' mire,
Nebber min' dis rain wat is fallin'
  Enuff to melt de stones,
We's gwine to hab a battle,
  I feels it in my bones.

"You passes fur a prophit—
  I'se heerd dat all my life;
An' you gibs me de name ob 'Foolish'
  Before my berry wife.
But fur all dat, I tells you
  (Does you hear me, Cato Jones.)
We's gwine to hab a battle,
  I feels it in my bones."

Then up rose old Cato,
That swart, yet revered sage,
With hair as white as lamb's wool,
And the stiffened limbs of age;
Yet stately in his presence
And stalwart in his frame,
A man in his Maker's image,
And worthy his Roman name.

He grasps his thorn-stick tightly
As he stood above the fire,
With a face in which derision
Was blended well with ire;
Then, gazing down on Cuffy
With an eye intense with scorn,
He spoke these words of wisdom—
"You feels it, try a horn!

"Does you tink de great Commander
Gib such as you to know
His orders to his captains
In de night time, Cuffy Crow?
You hears de masta prayin',
You listens wen he groans
And dats de way dis battle
Am stirrin' in your bones.

"I seed your bead eyes twinklin',
About de crack of day,
When de masta stopped his groanin'
And 'posed his mind to pray;
But I tought you knowed your manners
Too well to see or hear
De soldier in de presence
Ob his hebbenly Brigadier.

"He prayed like dat old King David
Wat loved de Lord so well;
He called on de God ob battles
For mo den I kin tell.
I felt my har uprisin',
Like Job's, upon my head,
When he 'voked de precious sperits
Ob our ole Virginny dead.

"No organ in white folks' churches
Ebber pealed so grand a sound
As de masta's voice discoursin'
'Bout habbin' Satan bound.
He prayed like dat holy Samuel
Wat broke de pride ob Saul;
Den I knowed de white trash Linkum
Boun' to hab anoder fall.

"Dis day dese words am proven,
  We goes to meet de foe;
It takes no nigga prophit
  To guess dat, Cuffy Crow.
For whenever he prays and groans,
  Why dem dat lies by his camp-fire
Feel battle in dere bones."

—Mrs. Warfield, Beechmore, Ky.

RELATION OF JACKSON AND LEE*

Jackson's Attitude Toward His Superior Officer, Lee

The study of the practical military relations of the two great commanders, Jackson and Lee, is of extreme interest and gives an insight into the character of each.

When Jackson and Lee first met does not appear. Jackson said early in the war that he had known Lee for twenty-five years. They may have seen something of each other in Mexico. They may have seen something of each other in Virginia before the war. If so, there seems to be no record of it. At any rate, Jackson thought well of Lee from the first, and said of him when he was appointed to command the Virginia forces, "His services I regard as of more value to us than General Scott could render as a commander. . . . It is understood that General Lee is to be commander-in-chief. I regard him as a better officer than General Scott."

From that beginning the lieutenant's loyalty to his chief grew steadily, not only his loyalty but his personal admiration and affection. He remarked to McGuire after visiting Lee in the hospital, "General Lee is the most perfect animal form I ever saw." But illustrations on a somewhat broader plane are abundant enough. "General Lee has always been very kind to me and I thank him," said Jackson simply, as he lay on his death-bed.

The enthusiasm of that ardent nature was ever ready to show itself in an almost over-zealous devotion. Lee once sent word that he should be glad to talk with his subordinate at his convenience on some matter of no great urgency. Thereupon Jackson immediately rode to headquarters through the most inclement weather. When Lee expressed surprise at seeing him, the other answered, "General Lee's lightest wish is a supreme command to me, and I always take pleasure in prompt obedience." If we consider what Jackson's nature was, it is manifest that he gave the highest possible proof of loyalty when in response to the suggestion that he return to an individual command in the Valley, he answered that he did not desire it, but in every way preferred a subordinate position near General Lee.

Jackson's personal affection for Lee was, of course, intimately bound up with confidence in his military ability. Even in the early days, when Jackson had been in vain demanding reinforcements and word was

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*Bradford Gamaliel, Jr., "Lee and Jackson," *Atlantic Monthly*, June, 1911, pp. 778-788.

brought of Lee's appointment to supreme command, Jackson's comment was, "Well, madam, I am reinforced at last." On various occasions, when others doubted Lee's judgment or questioned his decisions, Jackson was entirely in agreement with his chief. For instance, Longstreet disapproved Lee's determination to fight at Sharpsburg, and Ropes and other critics have since condemned it. Jackson, however, though he had no part in it, gave it his entire and hearty approval.

I do not find anywhere, even in the most private letters, a disposition in Jackson to quarrel with Lee's plans or criticize his arrangements. On the contrary, when objections are made, he is ready to answer them, and eagerly, and heartily, "General Lee is equal to any emergency that may arise. I trust implicitly in his great ability and superior wisdom."

Jackson had plans of his own and sometimes talked of them. He was asked why he did not urge them upon Lee. "I have done so," was his answer. "And what does he say to them?" "He says nothing. But do not understand that I complain of his silence; it is proper that General Lee should observe it. He is wise and prudent. He feels that he bears a fearful responsibility and he is right in declining a hasty expression of his purpose to a subordinate like me."

Again someone found fault with Lee's slowness. Jackson contradicted warmly: "General Lee is not slow. No one knows the weight upon his heart, his great responsibility. He is commander-in-chief, and he knows that if an army is lost, it cannot be replaced. No! There may be some persons whose good opinion of me will make them attach some weight to my views, and if you ever hear that said of General Lee, I beg you will contradict it in my name. I have known General Lee for twenty-five years; he is cautious; he ought to be. But he is not slow." And he concluded with one of the finest expressions of loyalty ever uttered by a subordinate, and such a subordinate: "Lee is a phenomenon. He is the only man I would follow blindfold."

After this, who can question the sincerity of the words spoken on his death-bed, "Better that ten Jacksons should fall than one Lee!"

Lee's Opinion of Jackson

And what did Lee think of Jackson? As always, Lee's judgments are more difficult to get at. He did not hesitate to advise Jackson as freely as he would any other subordinate. He even frequently gave sharp orders, approaching sternness. "You must use your discretion and judgment in these matters, and be careful to husband the strength of your command as much as possible." Yet Lee's deep affection for his great lieutenant and perfect confidence in him are beyond question. It has been well pointed out that this is proved practically by the fact that the commander-in-chief always himself remained with Longstreet and left Jackson to operate independently, as if the former were more in need of personal supervision. Lee's own written words to Jackson are also—for Lee—very enthusiastic: "Your recent successes have been the cause of the liveliest joy in this army as well as in the country. The admiration excited by your skill and boldness has been constantly mingled with solicitude for your situation."

Jackson's wound and death and the realization of his loss produced at a later time expressions of a warmth so unusual as to be almost startling. "If I had had Stonewall Jackson at Gettysburg, I should have won that battle." "Such an executive officer the sun never shone on. I have but to show him my design, and I know that if it can be done it will be done." The messages sent to the dying general are as appreciative as they are tender. "You are better off than I am, for while you have only lost your left, I have lost my right arm." "Tell him that I am praying for him, as I believe I have never prayed for myself." And only those who are familiar with Lee can appreciate the agony of the parting outcry, "Jackson will not—he cannot die!" General Lee exclaimed in a broken voice, and waving every one from him with his hand, "He cannot die."

"THE BRIGADE MUST NOT KNOW, SIR!"

(On the evening of the first day's fight at Chancellorsville, Va., May 2, 1863, where Stonewall Jackson had accomplished his famous flank movement around the Union right, he rode out to inspect the ground for the morrow's battle, and in the darkness was taken for the enemy and shot by some of his own pickets. He died on the 10th of May following.)

"Who've ye got there?"—"Only a dying brother,
  Hurt in the front just now."
"Good boy! he'll do. Somebody tell his mother—
  Where he was killed, and how."

"Whom have you here?"—"A crippled courier, Major,
  Shot by mistake, we hear,
He was with Stonewall."—"Cruel work they've made here;
  Quick with him to the rear!"

"Well, who comes next?"—"Doctor, speak low, speak low, sir;
  Don't let the men find out!
It's STONEWALL!"—"God!"—"The brigade must not know, sir,
  While there's a foe about!"

Whom have we here—shrouded in martial manner,
  Crowned with a martyr's charm?
A grand dead hero, in a living banner,
  Born of his heart and arm:

The heart whereon his cause hung—see how clingeth
  That banner to his bier!
The arm wherewith his cause struck—hark! how ringeth
  His trumpet in their rear!

What have we left? His glorious inspiration,
  His prayers in council met.
Living, he laid the first stones of a nation;
  And dead, he builds it yet.

—J. W. Palmer.

PROGRAM

FOR

TEMPERANCE OR LAW AND ORDER DAY

Friday

January 28, 1927

PROGRAM

for

TEMPERANCE OR LAW AND ORDER DAY

Friday, January 28, 1927

"I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

—From *The American's Creed.*

I. Song—Battle Hymn of the Republic.

II. Prayer.

III. Address—Law and Order—Calvin Coolidge.

IV. Temperance in the Public Schools—Claxton.

V. Poem—The Builder.

VI. Lessons in Patriotism.

VII. The Athenian Oath.

VIII. Song—America.

IX. A Champion of the Cause of Temperance—Frances E. Willard. (A brief character sketch.)

X. Poem—The Better Way.

XI. Pledges to the Flag.

XII. Our Flag—What it Means.

XIII. Pageant—Our Country's Purpose. (For seven children.)

XIV. Song—The Old North State.

MATERIALS FOR USE IN PREPARING A PROGRAM

for

TEMPERANCE OR LAW AND ORDER DAY

January 28, 1927

A PRAYER

God, make me a man—
Give me the strength to stand for right
When other folks have left the fight.
Give me the courage of the man
Who knows that if he wills he can.
Teach me to see in every face
The good, the kind and not the base.
Make me sincere in word and deed,
Blot out from me all sham and greed.
Help me to guard my troubled soul
By constant, active self-control.
Clean up my thoughts, my speech, my play,
And keep me pure from day to day.
O make of me a man!

—Harlan G. Metcalf.

LAW AND ORDER

"There are strident voices urging resistance to law in the name of freedom. They are not seeking freedom even for themselves—they have it; they are seeking to enslave others. Their works are evil. They know it. They must be resisted. The evil they represent must be overcome by the good others represent. These ideas which are wrong, for the most part imported, must be supplanted by ideas which are right. This can be done. The meaning of America is a power which cannot be overcome.

"It is fundamental that freedom is not to be secured by disobedience to law. Even the freedom of the slave depended on the supremacy of the Constitution. There is no mystery about this. 'They who sin are the servants of sin.' They who break the laws are the slaves of their own crime. It is not for the advantage of others that the citizen is abjured to obey the laws, but for his own advantage. What he claims a right to do to others, that must he admit others have a right to do to him. His obedience is his own protection. He is not submitting himself to the dictates of others, but responding to the requirements of his own nature. Laws are not manufactured, they are not imposed; they are rules of action existing from everlasting to everlasting. He who resists them resists himself; he commits suicide. The nature of man requires sovereignty. Government must govern. To obey is life. To disobey is death. Organized government is the expression of the life of the Commonwealth."—Calvin Coolidge.

TEMPERANCE IN THE PUBLIC SCHOOLS

"With all persons who are interested in the education of children, in the upbuilding of humanity, and the attainment of the highest ideals of a democracy, I rejoice at the coming of prohibition for the United States. In the creation of a sentiment which has resulted first in local option, then in state prohibition, and now in national prohibition, the schools of the country have played a very important part—in fact, probably a major part. It is a good illustration of the truth of the saying that 'Whatsoever we would have in the nation in the next generation we should put into the school of this generation.'

"We must, however, remember that the fight for temperance, sobriety, clean and healthy living is not fully won. In fact, it never will be finally won. It can only be won for a single generation at a time, or even for a few years at a time. It is, therefore, necessary that the teaching of health and of things pertaining thereto should be continued in our schools and emphasized more than it has been in the past."—HON. P. P. CLAXTON, former U. S. Commissioner of Education.

THE BUILDER

An old man going a lone highway,
Came at evening, cold and gray,
To a chasm vast and deep and wide.
The old man crossed at the twilight dim,
The sullen stream had no fear for him;
But he turned when safe on the other side
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way;
You've crossed the chasm deep and wide,
Why build you this bridge at eventide?"

The builder lifted his old gray head,
"Good friend, in the path I've come," he said,
"There followed after me today
A youth whose feet must pass this way;
This chasm that has been as naught to me
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim.
Good friend, I'm building this bridge for him."

—C. A. KOLLS.

LESSONS IN PATRIOTISM

Breathes there the man, with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,

As home his footsteps he hath turned
From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentered all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonored, and unsung.

—SIR WALTER SCOTT.

Patriotism

What is Patriotism?

"The peculiarity of patriotism in America is that it is not a mere sentiment. It is an active principle of conduct."—WOODROW WILSON.

"Patriotism is merely another name for those qualities of soul which make a man in peace or in war by day or by night think of his duty to his fellows and of his duty to the nation through which their and his loftiest aspirations must find their fitting expressions."—THEODORE ROOSEVELT.

What is American Liberty?

"Liberty guaranteed by the Constitution is liberty regulated by law. The law which regulates liberty is that which is adopted upon the will of the majority for the general public benefit."—WILLIAM HOWARD TAFT.

Law Observance and Law Enforcement

What is the Law in America?

"The law represents the voice of the people. Beyond it, and supporting it, is a divine sanction. Enforcement of law and obedience to law, by the very nature of our institutions, are not matters of choice in this republic, but the expression of a moral requirement of living in accordance with the truth.

"They are clothed with a spiritual significance, in which is revealed the life or the death of the American ideal of self-government."—PRESIDENT COOLIDGE.

Can Government Exist Without Obedience to Law?

"The very idea of the power and right of the people to establish government presupposes the duty of every individual to obey the established government.

"All obstructions to the execution of the laws, under whatever plausible character, with the real design to direct, control, counteract, or awe the regular deliberation and action of the constituted authorities, are destructive of this fundamental principle."—GEORGE WASHINGTON.

Are All Classes in America Subject to the Law?

"Ours must be a law-abiding republic, and reverence and obedience must spring from the influential leaders among men, as well as obedience from the humbler citizen, else the temple will collapse."—WARREN G. HARDING.

Is Law Enforcement Necessary?

"In order to maintain the Union unimpaired, it is absolutely necessary that the laws passed by the constituted authorities should be faithfully executed in every part of the country, and that every good citizen should, at all times, stand ready to put down, with the combined force of the nation, every attempt at unlawful resistance, under whatever pretext it may be made, or whatever shape it may assume."—ANDREW JACKSON.

What is the Duty of Citizens Relative to the Law?

"It is the duty of a citizen not only to observe the law but to let it be known that he is opposed to its violation."—PRESIDENT COOLIDGE.

Constitutional Rights and Obligations

What Must We Do to Support the Constitution?

"We must strengthen ourselves, and gird up our loins with new resolution; we must counsel each other; and, determined to sustain each other in the support of the Constitution, prepare to meet manfully whatever of difficulty or of danger, whatever of effort or of sacrifice, the providence of God may call upon us to meet.

"Are we of this generation so derelict, have we so little of the blood of our Revolutionary fathers coursing through our veins, that we cannot preserve what they achieved?"—DANIEL WEBSTER.

Is the Eighteenth Amendment a Valid Part of the Constitution?

"The Eighteenth Amendment is the will of America and must be sustained by the government and public opinion, else contempt for the law will undermine our very foundation."—WARREN G. HARDING.

Is Disobedience of Constitutional Amendments Justifiable?

"When a two-thirds majority of Congress and three-fourths of the state legislatures adopt a constitutional amendment, and a majority of each house of Congress passes a law to enforce it, the rules of the game of popular government are that all living under that government must obey. It is not patriotic, it is not sportsmanlike to evade or disobey."—CHIEF JUSTICE TAFT.

Ideals of Americanism*

What is Americanism?

The term Americanism is heard frequently in these days. It is right, therefore, to ask for an interpretation of Americanism. The interpretation must come up from the whole people, and must represent the fundamental trends of American life and thought, the ideals in action of our great American people. Americanism is behavior in harmony with American ideals. It can be nothing else. It is not a matter for easy definition or snap judgment. It is a matter for careful study.

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*The selections on Americanism were taken from "What is Americanism?" by Wilson, published by Silver, Burdett and Company.

Who is the Good American?

The good American exhibits in his behavior and thinking the ideals of our great American people. As I analyze our ideals, I am willing to say quite definitely that I think the good American

—is clean and healthy in his habits.
—is law abiding.
—is a good worker, industrious and self-supporting.
—seeks education and self-improvement.
—is temperate, economical, and saves enough to provide for a family, and for old age.
—is honest, truthworthy, reliable.
—is a student and thinker. He studies and thinks through before reaching a decision.
—is tolerant of the opinions and preferences of others.
—plays fair and open, does not seek undue advantage, wants simple justice.
—is prompt in the performance of duties, large or small.
—coöperates with his fellows.
—is kind and sympathetic, a lover of peace, a begetter of good will and friendship.
—is loyal and patriotic, a good citizen every day.
—is reverent.

What is the Platform of Americanism? What are the Ideals?

The good American, in order that his behavior may be consistent, has reduced his code of action to definite ideals.

—health and cleanliness.
—equality of opportunity.
—respect for law.
—liberty under law.
—self-control, temperance, sobriety in thought and action.
—the dignity of labor.
—public education at public expense.
—savings (they make possible social progress).
—honesty the best policy.
—the sacredness of truth.
—right for right's sake.
—study and thought before action.
—toleration. (It is an American principle.)
—fair play and simple justice.
—public office as a public trust.
—faithful fulfillment of obligations.
—performance of duty.
—coöperation.
—kindness.
—loyalty.
—reverence.

This is a worthy platform, worthy of the great American people. It has twenty-one planks. If you want a still simpler platform, go back to the ancients. They recognized four cardinal virtues—prudence, justice, temperance, fortitude. You will find it interesting and worthwhile to take these four cardinal virtues of the ancients and see how many of the planks noted above you can put under them. The important thing is not a platform that reads well, but one that carries over into daily behavior. If rightly used as a basis of action your ideals will determine the course of your life and your ultimate goal. They give a set, as it were, to your soul. This idea is well expressed by Frank B. McAllister in the following stanzas:

THE SET OF THE SAIL

One ship drives east and another drives west,
  While the selfsame breezes blow;
It's the set of the sails and not the gales,
  That bids them where to go.

Like the winds of the seas are the ways of the fates,
  As we voyage along through life;
It's the set of the soul that decides the goal,
  And not the storms or the strife.

How Can You Qualify for One Hundred Per Cent Americanism?

It is not necessary to be twenty-one years of age in order to qualify for one hundred per cent Americanism. If you were born in America, you are an American citizen. You should be proud of that fact. Become familiar with the best in American ideals, and govern your daily action accordingly. Begin where you are.

—work hard, but intelligently.
—coöperate fully and understandingly.
—be fair, in work and play.
—build up good habits.
—be loyal.
—do all the things that should characterize the good American.

Your teacher can help you in your development in Americanism. William McAndrew, one of our greatest living educators, thinks that the school should be a true democracy. The old school was too frequently an autocracy. Brand Whitlock says the school of his boyhood was a jail. This is as unnecessary as it is undesirable. Teachers have learned to apply the principles of American democracy to the schoolroom. Pupils work better when they know the reasons for tasks, and their value, and when the tasks are given pointed application to present-day situations. Thus the pupil is made a coöperator with the teacher. The modern schoolroom should develop the true spirit of Americanism.

A PATRIOTIC CREED

To serve my country day by day
At any humble post I may;
To honor and respect her flag,
To live the traits of which I brag;
To be American in deed
As well as in my printed creed.

To stand for truth and honest toil,
To till my little patch of soil
And keep in mind the debt I owe
To them who died that I might know
My country, prosperous and free,
And passed this heritage to me.

I must always in trouble's hour
Be guided by the men in power;
For God and country I must live,
My best for God and country give;
No act of mine that men may scan
Must shame the name American.

To do my best and play my part,
American in mind and heart;
To serve the flag and bravely stand
To guard the glory of my land;
To be American in deed,
God grant me strength to keep this creed.

—Edgar Guest.

THE ATHENIAN OATH

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideal and sacred things of the city both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not only not less, but greater than it was transmitted to us."

A CHAMPION OF THE CAUSE OF TEMPERANCE—FRANCES E. WILLARD

Every cause has its pioneers. Frances E. Willard, one of the outstanding champions of the cause of Temperance, died about twenty years too soon to see the achievement of the two great ends to which she applied her extraordinary powers—national prohibition and woman suffrage—objects regarded by her as one and inseparable. But for nearly twenty-five years, ending with her death in 1898, they were the very breath of her being and there can be no doubt that the lavish expenditure of her gifts of organization, of utterance through the spoken and written word, and of direct personal influence, all employed with enormous physical energy, bore a vital relation to the ultimate adoption of the Eighteenth and Nineteenth amendments to the Constitution of the United States. Any consideration of her character and career must take into account her part in the temperance movement and her ability as an effective reformer.

Through both her father, Joshiah Flint Willard, and her mother, Mary Thompson (Hill) Willard, she inherited the sturdiest New England qualities of self-reliance. She liked to interpret the name Willard as meaning "one who wills" and did not reject its other definition, "will-hard."

Throughout her girlhood "Frank" Willard, as she was often called, revealed many qualities which marked her as a young woman out of the ordinary. As a student in school she had both ambition and ability coupled with rare qualities of leadership. The formative years of her life were filled with enlarging experiences—in teaching, in an escape from matrimony, in deep bereavement, and in foreign travel.

Study, travel, and many human relationships had enriched her mind and spirit. She was filled with zeal to make the world a better place through her sharing in its affairs, and when the "temperance door" opened she responded to the appeal. She was very ambitious and frankly fond of approbation. She had no hesitation in recording as her "chief besetting sins"—"a speculative mind, a hasty temper, a too ready tongue, and the purpose to be a celebrated person." In writing of herself she said, "I always wanted to react upon the world about me to my utmost ounce of power; to be widely known, loved, and believed in—the more widely the better. Every life has its master passion; this has been mine."

Ambition, self-confidence, the inevitable egotism of the reformer, the sense of responsibility, all curbed and directed by a deep and genuine spirit of religion—these forces joined in Frances Willard—made her the power she was.

As a temperance advocate and as president of the National W. C. T. U., which post she served for nineteen years, she spoke in every city and town in the United States, numbering more than ten thousand inhabitants and in most of those with five thousand. During her years of active life she probably addressed a larger number of public audiences than any man or woman of her time. In the course of a year she answered 20,000 letters. Frances Willard brought to the cause she led—the religious work of women for temperance—a sincerity and a directing force which must be counted among the powerful agencies leading to the adoption of prohibition as a national policy.

Miss Willard's early desire to become a celebrated person was abundantly gratified. There is no more striking proof of this than that when the State of Illinois chose Frances E. Willard as the subject of one of the two statues representing the State in Statuary Hall at Washington. She was the only woman so chosen by any state. But the marble figure represents more than a person—it represents a far-reaching influence. This was exerted through manifold channels: publications, educational work in schools, effort affecting legislation, public meetings, endeavor in directions innumerable, all under the guidance of the national and world organizations of which Miss Willard was the head.—Adapted from *"Causes and Their Champions"* by Howe.

THE BETTER WAY

He serves his country best
Who joins the tide that lifts her nobly on;
For speech has myriad tongues for every day,
And song but one; and law within the breast
Is stronger than the graven law on stone;
  There is a better way.

He serves his country best
Who lives pure life and doeth righteous deed,
And walks straight paths, however others stray,
And leaves his sons, as uttermost bequest,
A stainless record, which all men may read;
  This is the better way.

—Susan Coolidge.

PLEDGES TO THE FLAG

"I give my head and my heart to God and my country—one country, one language, one flag!"

"I pledge allegiance to my flag and to the republic for which it stands—one nation, indivisible, with liberty and justice for all."

OUR FLAG—WHAT IT MEANS

Our flag means all that our fathers meant in the Revolutionary War.

It means all that the Declaration of Independence meant.

It means justice.

It means liberty.

It means happiness.

Our flag carries American ideals, American history and American feelings.

Every color means liberty.

Every thread means liberty.

Every star means liberty.

Every stripe means liberty.

The flag does not mean lawlessness, but liberty through law, and laws for liberty.

Forget not what it means. For the sake of its ideals be true to your country's flag.—Adapted from an address by Henry Ward Beecher.

PAGEANT—OUR COUNTRY'S PURPOSE

(Exercise for seven pupils. Appropriate costumes may be used if desired but are not essential. All except "Alcoholic Drinks" carry American flags. "Alcoholic Drinks" might carry the black flag.)

Herald: I am the Spirit of America. When our fathers founded this nation, they declared something new in government. They said that the purpose of government was to protect and secure the rights, not of the few, but of all the people. Stand forth and tell us what they did.

First Pupil: I am the Mayflower Compact. When the Pilgrims came to America in 1760, before they landed to make their homes they met in the cabin of the Mayflower and signed a paper which they called a compact. In it they agreed together that for the good of all they would make laws for themselves, and that they would obey those laws.

Second Pupil: I am the Declaration of Independence: When our ancestors signed me in 1776, I declared that the object of a government is to protect the lives, liberty, safety, and happiness of all the people.

Third Pupil: I am the Constitution of the United States. When our fathers adopted me in 1788, they agreed to the reasons I give for establishing our government. One of these reasons is to promote the public welfare, that is, the well-being of all the people.

In Unison: The only reason we have a government is to give right and justice to all who live under it.

(Fourth pupil, "Alcoholic Liquor," steals up behind the speakers.)

Herald: Who are you, and why are you here?

Fourth Pupil: I am Alcoholic Liquor. I came with the fathers to America. They did not understand then that I would be an enemy to the welfare of the people. Even in the early days I caused drunkenness and trouble. The people used more and more of me. Many enjoyed me, but I caused sickness and accidents. I made many strong men weak, made slaves of their wills, took their money, so that their homes were wretched and unhappy. I thus stole the rights of their children to be happy, often leaving them cold, hungry or cruelly treated. But the liquor traffic that sold me wanted the money of your people. It still wants it. It started the very first rebellion against the laws of the young United States. It still disobeys the laws now to sell me. (Folds arms defiantly.)

Herald: What defenses has America against this enemy, Alcoholic Liquor, that would make slaves of many men and spoil the rights of children?

Fifth Pupil: I am one. I am a Decision of the United States Supreme Court, the highest court in the land. Many years ago, I remembered that our fathers planned a government that should protect the welfare of the people. Everybody knew that the general use of alcoholic liquors might do harm to the health, the safety and the morals of the people, that it caused some of the idleness, disorder, poverty, and crime that made people wretched. Hence I said that no citizen of the United States had an inherent right to sell intoxicating liquors.

Sixth Pupil: And I am the Eighteenth Amendment to the Constitution of the United States. Because our government was founded to promote the welfare of all its citizens, and because the traffic in alcoholic liquors hurt men and women and made children unhappy, the American people, after fighting intemperance more than a century, put me into the Constitution. Here are my commands:

1. After one year from the ratification of this article, the manufacture, sale or transportation of intoxicating liquors within, the importation thereof into, the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.
2. The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Seventh Pupil: I am a Message of the President of the United States. I declare that though "character, industry, thrift and self-control must come from the people themselves," nevertheless, "the government can and should always be vigilant to maintain the conditions under which these virtues are most likely to develop. This is the American policy. In accordance with this principle we have enacted laws to protect the public health, and have adopted prohibition in narcotic drugs and intoxicating liquor."

Herald: All this our fathers have done for us. What is our part in making America completely free from the evils of alcoholic liquors?

In Unison: To refuse to encourage by our example the drinking customs that lead to enslaving drink habits.

To help make known the harmful effects of alcoholic liquors.

To obey the laws forbidding the liquor traffic.

To unite with others in defending our country from the drink traffic.

(Join hands.) IN UNION THERE IS STRENGTH.

(As pupils join hands, "Alcoholic Liquor" turns away and slowly retires with bent head as pupils sing from "America the Beautiful":)

O beautiful for patriotic dream
That sees beyond the years
Thy alabaster cities gleam
Undimmed by human tears.

(Pupils turn and march in other direction from "Alcoholic Liquor" while entire school joins in singing:)

America, America,
God send his grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

A NATION'S BUILDERS

Not gold, but only men can make
  A people great and strong—
Men who, for truth and honor's sake,
  Stand fast and suffer long.
Brave men, who work while others sleep
  Who dare while others fly—
They build a nation's pillars deep
  And lift them to the sky.

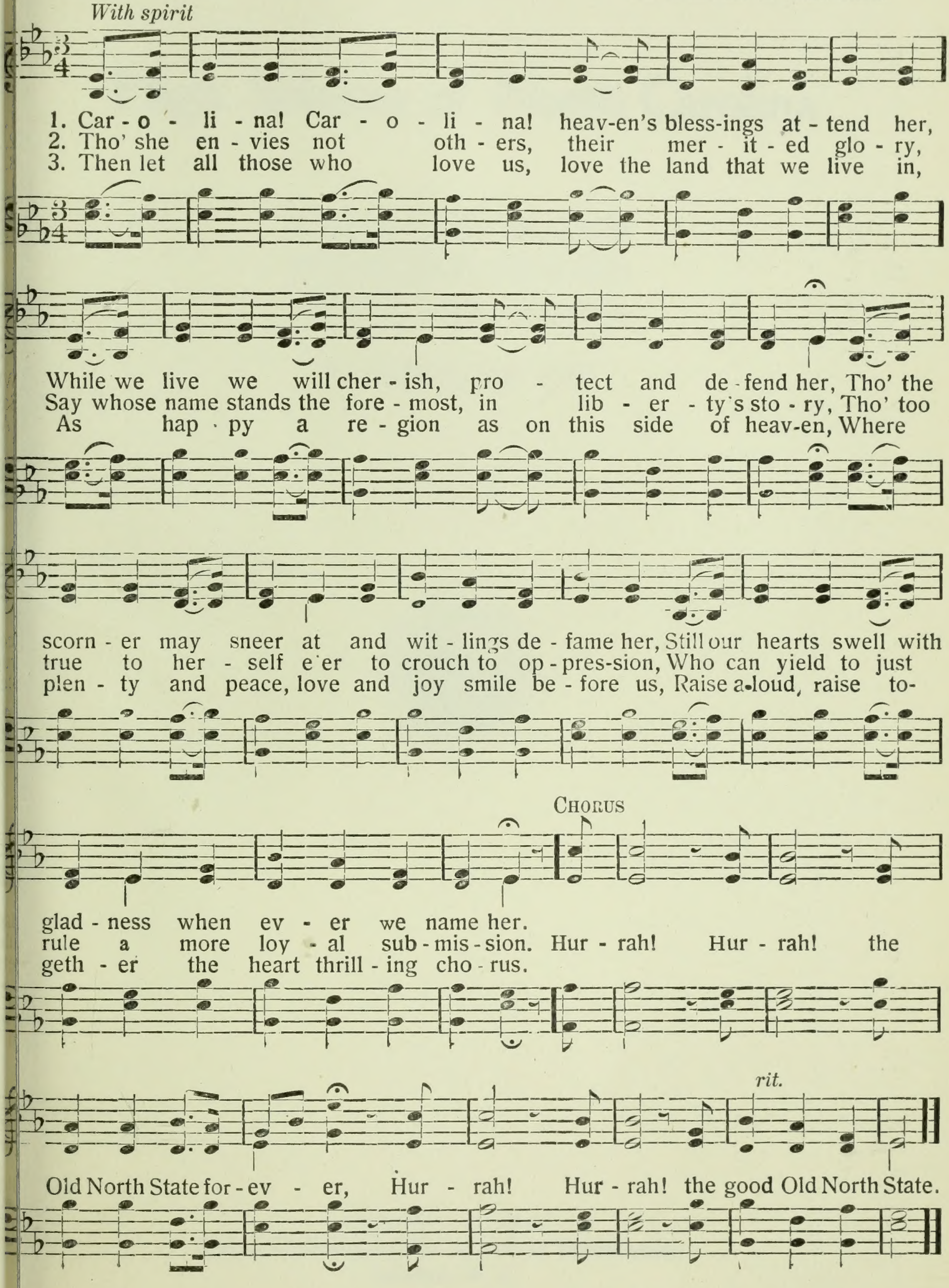
—Ralph Waldo Emerson.

THE OLD NORTH STATE

(*Traditional air as sung in 1926*)

WILLIAM GASTON

COLLECTED AND ARRANGED
BY MRS. E. E. RANDOLPH


With spirit
1. Car - o - li - na! Car - o - li - na! heav-en's bless-ings at - tend her,
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,
3. Then let all those who love us, love the land that we live in,
While we live we will cher - ish, pro - tect and de - fend her, Tho' the
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too
As hap - py a re - gion as on this side of heav-en, Where
scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with
true to her - self e'er to crouch to op - pres-sion, Who can yield to just
plen - ty and peace, love and joy smile be - fore us, Raise a-loud, raise to-
glad - ness when ev - er we name her.
rule a more loy - al sub - mis - sion. Hur - rah! Hur - rah! the
geth - er the heart thrill - ing cho - rus.
Chorus
rit.
Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.

EDUCATIONAL PUBLICATION No. 112 DIVISION OF SCHOOL INSPECTION No. 30

High Schools of North Carolina

PUBLIC AND PRIVATE
WHITE AND COLORED
URBAN AND RURAL

A COMPLETE LIST

1926-27

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

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RALEIGH

INTRODUCTION

In the last twenty years North Carolina has made a serious and continuous effort to increase the offerings of the public schools on a universal basis from the seventh grade up through the high school. As a result of this effort we have witnessed a phenomenal growth in the enrollment of the public high schools, especially in the rural districts. The constitutional term of six months is not a sufficient basis to provide the necessary elementary training for entrance upon high school at a reasonable age. It has, therefore, been necessary in all local communities, both city and rural, to vote a special tax to lengthen the school term beyond six months before undertaking to provide adequate high school facilities. Notwithstanding this handicap, more than half of the rural territory of the State is now included in high school districts. Forty-five thousand boys and girls are enrolled in the public high schools. During this constructive period the greater effort has been given to providing buildings and to securing funds for the extension of the term. The time has now come, however, when more attention can be given to the scientific organization of these schools to the end that they may be made more efficient.

There has been considerable criticism coming out from the colleges that rural boys and girls coming from these new institutions were not as well prepared for college as students coming from the city schools. We should not be surprised at this if we take into consideration the fact that many pupils graduating from the high schools attended elementary school for only four or six months in the year. We should take into consideration also the fact that these rural high schools are new and made up of pupils who have not been associated throughout the whole school period, and for these reasons could not reasonably be expected to do as efficient work as the older schools with their accumulated traditions and standards. The efficiency of the rural high schools is rapidly improving, however, and in the course of a few years we may confidently expect a much better output than we are now receiving.

This interest in rural high school education is made increasingly manifest in each succeeding year by the addition of a great number of standard high schools. We should remember at all times that these high schools are set up by the vote of a majority of the qualified electors in each district and must, therefore, represent the common will and determination of these communities to provide better educational opportunities for the children belonging to them. This high school development is not the result of outside pressure, but is a direct growth from within, being the expression of the desire of the people in each particular community.

The program of expansion is approximately half completed. There are still other rural boys and girls who would gladly accept the high school opportunity if it were provided for them. This desire for better school facilities on the part of the people themselves as manifested by their continuous effort in this direction, is a sign of a healthy and wholesome educational spirit among the people of the State.

This bulletin was prepared by Dr. J. Henry Highsmith, Director of the Division of School Inspection. It is hoped that it will be of service to those communities already operating high schools and an inspiration to those who do not yet have them.

A. T. Allen

State Superintendent Public Instruction.

EXPLANATORY NOTE .

This list of high schools in North Carolina gives the name of the school together with the name of the principal and the postoffice address of the school. The schools are listed alphabetically by counties. The name of the county superintendent follows the name of the county in each case together with his address. The schools are listed as Special Charter or city schools, Rural schools, and Private schools.

The list contains the names of 686 white high schools and 94 colored high schools, making a total of 780 schools in which some high school work is being done. Of the 686 white schools 543 are accredited. Of the 94 colored high schools 49 are accredited. There are 107 special charter white schools, and 33 colored. There are 546 white and 25 colored rural schools. There are 32 private colored schools.

The classification of all accredited schools is given. For example: Alexander-Wilson in Alamance County is classified as an accredited school, II, A. 1924. This means that the school is an accredited school in group II, Class A, placed upon the list in 1924. For complete information on classification of schools see pages 11-14 this bulletin. When the classification of a school is not given it is a non-standard school.

All Special Charter and Rural High Schools are public unless otherwise stated. Private schools are listed separately. Where the name of the principal is not given it means that the Preliminary Report for the session 1926-27 has not been received. There are few such cases.

All schools which have been accredited for the session 1925-26 together with all schools previously accredited are included in the list. The list is complete, therefore, until the close of the session 1926-27. The date of accrediting of schools in 1920 and prior thereto is not indicated in this list.

For the convenience of directors of summer schools and college authorities who admit students upon a basis of graduation from standard schools a list of schools arranged alphabetically is given in this bulletin. Persons who are not familiar with the location of schools in the various counties find it difficult to locate the names of schools when they are given alphabetically by counties. It is hoped that this list will expedite the work of all those who have occasion to use the names of accredited schools.

The high schools of the State which are members of or accredited by the Association of Colleges and Secondary Schools of the Southern States are given in the bulletin both as a recognition of these schools and as information for those who may wish to know the schools which are accredited by the Southern Association.

The High School Course of Study has been revised and reprinted.

Special attention is called to the bulletin, High School Reorganization, Educational Publication No. 98. This bulletin outlines the curriculum, suggests the organization, and shows a daily schedule for three, four, five and six teacher schools. All high school principals are expected to be thoroughly familiar with the bulletin, High School Reorganization, and to use it faithfully.

J. Henry Highsmith.

Director Division School Inspection.

FEBRUARY 1, 1927.

STANDARD HIGH SCHOOLS

A Standard High School as defined in the State law is as follows: "A school term of not less than 160 days; four years or grades beyond the seventh elementary grade; three teachers holding required certificates; not less than forty-five pupils in average daily attendance; a program of studies approved by the State Superintendent of Public Instruction; such equipment as may be deemed necessary by the State Superintendent of Public Instruction to make the instruction beneficial to pupils."

In the interpretation of this law the following suggestions and requirements are made for the development of a standard high school:

1. Teachers

Every teacher employed in a standard or accredited high school must hold a high school teacher's certificate issued by the Division of Certification. This requirement holds for all classes of schools, public and private, white and colored, urban and rural. At least three whole time teachers must be employed in the lowest class of standard school. These three teachers may be employed when the average daily attendance is forty-five pupils; four teachers may be employed for an average daily attendance of seventy; five teachers for an average daily attendance of 100 pupils, and one additional teacher for each additional thirty pupils in average daily attendance.

2. Length of Term

The length of term in a Group II, Class B School, which is the lowest class of standard high school, must be eight months or 160 days, exclusive of holidays.

3. Length of Recitation Periods

With an eight months term, 160 days, recitation periods must be forty-five minutes in the clear in order that each course may be 120 clock hours of a unit of work. In arranging a daily schedule provision should be made for at least five minutes between recitation periods to allow for time spent in changing classes. The actual time spent in instruction during each recitation period must be forty-five minutes.

4. Fifteen Standard Units Are Required for Graduation

A unit is defined as follows: A unit is the credit allowed for the satisfactory completion of a course pursued for thirty-two weeks or more with five recitation periods per week, each recitation period being forty-five minutes in length. If the term is thirty-six weeks, recitation periods may be forty minutes in length. A unit of work is 120 clock hours. In estimating the fifteen units required for graduation such subjects as Arithmetic and Spelling should not be considered. When Arithmetic is offered in the eighth grade credit may be given toward graduation from any given school, but such credit will not be accepted by colleges in meeting entrance requirements.

5. Average Daily Attendance

There must be at least forty-five pupils in average daily attendance in the lowest standard school. Such an average attendance permits the employment of three whole-time properly certified teachers.

6. Course of Study

A four year course of study must be provided. This means ordinarily the eighth, ninth, tenth, and eleventh grades. In some schools there are twelve grades and in some instances the eighth grade is regarded as a part of the junior high school. There is nothing to prevent the organization of a high school on the Junior-Senior basis. When an effort is made to organize on this basis it is suggested that the seventh and eighth grades be organized as a junior high school and the ninth, tenth, and eleventh grades as the senior high school. In schools where there are twelve grades it will be more convenient to organize on what is known as the 6-3-3 Plan: the six year elementary school, a three year junior high school, composed of grades seven, eight and nine, and a senior high school composed of grades ten, eleven and twelve. In small high schools with three or four teachers and an average daily attendance of forty-five to seventy pupils it is not advisable, perhaps, to attempt to organize on the Junior-Senior basis.

Note: Every school should be organized as suggested in High School Reorganization, publication No. 98. The Curriculum adopted must conform to the suggestion made for three, four, five and six teacher schools.

7. Equipment

A. Library—A separate room with adequate furniture must be provided for the library which may be used also as a reading room. There must be in the lowest standard high school at least 300 volumes of distinctively high school grade. The books in the library should be distributed as follows:

(1) All reference books and periodicals suggested in the high school library bulletin.

(2) Fifty volumes of standard fiction.

(3) Fifty volumes of standard literature, in the form of essays, orations, addresses, short stories, and dramas.

(4) At least ten of the books suggested on Agriculture and Home Economics.

(5) Seventy-five volumes of History and Biography.

(6) Twenty-five books on Georgraphy and Travel.

(7) Good editions of at least twenty-five of the leading British and American Poets.

In meeting the requirements each of the reference books and periodicals may be counted as one volume in the 300 books required for standard schools.

B. Maps—To make the teaching effective, it is necessary not only to have good textbooks, but also to have good apparatus, such as maps, charts, lantern slides, pictures, and specimens. The requirements for maps for use in connection with physical, general or commercial georgraphy, general science, history, and literature are as follows:

A. PHYSICAL SERIES:

1. World on Mercator's Projection
2. United States
3. North America
4. South America
5. Europe
6. Asia
7. Africa
8. Australia

Five of the above are required, but the entire series should be provided if possible.

B. BLACKBOARD OUTLINE SERIES:

Five under A above are required, and eight or more are recommended.

C. POLITICAL SERIES:

At least one set of seven or eight maps, under A above, are required. Also a good map of North Carolina, and a map of the Land Office, U. S. Department of the Interior, showing the territorial expansion of the United States.

D. HISTORICAL SERIES:

1. For English, History and Literature:
   England, or the British Isles.
2. For Ancient History and Latin:
   Ancient World, Roman Empire, Ancient Greece, Ancient Italy.
   (This historical series is recommended, but not required.)

E. FOR MODERN EUROPEAN AND AMERICAN HISTORY:

1. A good series of charts for European History.
2. A good series of charts for American History.
   (These charts are recommended, but not required.)

These requirements with reference to maps and charts became effective September 1, 1923.

C. Laboratory—For the teaching of Science there must be at least one room set apart for laboratory work and this room must have the necessary furniture and supplies. At least two sciences must be taught in a standard school. In the small school these sciences or subjects should be General Science in the eighth grade and Biology in the ninth. In the larger schools additional sciences may be offered.

In providing for each science the general apparatus and supplies should be purchased and one individual set for each two to four students in any given class. In General Science and Biology 25 to 30 experiments should be properly performed by each student taking these subjects.

D. High School Records and Reports—The high school records are a matter of first rate importance. The high school register should be used by the high school teachers and the permanent high school record card furnished by the State Department must be used. The State Department of Public Instruction has printed a sufficient supply of permanent high school record cards to furnish the necessary cards for all high schools. These may be obtained from the office of the County Superintendent.

A filing case should be provided in each high school for the keeping of high school records. A filing cabinet is an essential part of the equipment of each high school principal's office.

The Preliminary Report should be submitted promptly when request is made. This is the report which is to be made shortly after the opening of each school session. The Annual Report should be made immediately after the close of school and submitted promptly. One copy should be sent to the County Superintendent, one to the State High School Supervisor, and one copy kept in the office of the principal for reference. No school can be properly rated until the annual report is submitted.

8. Required Subjects

There are some subjects so fundamental that they should be required of all students. Occasionally a student will be found who lacks ability to pursue successfully any given high school subject, but the majority of all students will be able to do satisfactorily the work required in connection with a few prescribed subjects.

The following units are required for graduation from a standard school:

	Units
English	4
Mathematics	2
Science	2
History	2
*Foreign Language	2

9. Elective Subjects

Elective subjects are offered under the Reorganization Plan but students should select electives wisely in order to prevent smattering.

It will be noted that only two units of foreign language are required. These units may be offered in Latin or French in small schools along with German and Spanish in larger schools. Four years or more of a foreign language should be offered in certain types of schools. The two required units for graduation from high school will not meet college entrance requirements in every instance and students desiring such credit should be advised to take perhaps four years of Latin and at least two years of modern language if the curriculum adopted make it possible.

The two units in Mathematics should include Arithmetic and Algebra. Students who wish to complete college entrance requirements should take at least one and one half years of Algebra and one year of Plane Geometry. In the larger high schools where Advanced Algebra and Solid Geometry are offered as electives it will be possible for students to select these courses in contemplation of college entrance.

Students who specialize in Vocational subjects are not required to offer foreign language credits for graduation. If a student takes four years of Agriculture he is not required to offer any foreign language work in meeting the requirements for graduation. This applies also to students who take four years of Home Economics. A student who offers only two years of either one of these subjects is required to offer the two units of foreign language work required for graduation.

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* Not required of students specializing in vocational subjects.

COLLEGE ENTRANCE REQUIREMENTS

The colleges in the State differ somewhat with regard to credits or units required for entrance to college. The colleges have agreed, however, to grant the following credits for work done in high school toward meeting college entrance requirements:

	Units
English	4
Social Science, including History and Civics	4
Mathematics	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Botany	.5 or 1
Chemistry	.5 or 1
Physics	.5 or 1
Physiology	.5
Zoölogy	.5 or 1
General Science	.5 or 1
Physiography	.5 or 1
Drawing	1
Commercial Geography	.5
Vocational Agriculture	2
Bookkeeping	1
Commercial Arithmetic	1
Stenography	1
Manual Training	2
Home Economics	2
Bible	2
Music	2
Expression	.5

It should be kept in mind in estimating college credits that a unit of work is 120 clock hours. A subject may be given an entrance credit of one unit if the course is pursued for a term of thirty-two weeks, five days to the week, with recitation periods forty-five minutes in length. The same credit may be secured for a thirty-six weeks term with forty-minute recitation periods. If a student knows what college he expects to enter, he should plan his course to meet the entrance requirements of that institution.

THE CLASSIFICATION OF HIGH SCHOOLS

There are two groups of standard high schools in North Carolina:

Group I—Class AA, Class A, and Class B.

Group II—Class A, and Class B.

(Class B is the lowest standard or accredited school.)

Note. Every teacher employed in a standard high school must hold a high school teacher's certificate.

The Standards of these groups are set forth as follows:

Group I—Class AA.

1. A four-year course of study beyond the seventh grade.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—twelve teachers holding proper certificates.
4. Length of recitation periods—at least forty minutes.
5. Fifteen standard units required for graduation.
6. Laboratory facilities for the teaching of Science—General Science and Biology, and Physics or Chemistry.
7. Library of at least 1,000 volumes of distinctly high school books.
8. Required number of maps, charts, and other equipment.
9. Attendance—at least 310 pupils in average daily attendance.

Group I—Class A.

1. Four-year course of study.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—four teachers of academic subjects and two teachers of vocational subjects—a total of six teachers.
4. Length of recitation periods—at least forty minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 500 volumes.
8. Maps according to requirements.
9. Attendance—at least 130 pupils in average daily attendance.

Group I—Class B.

1. Four-year course of study.
2. Length of term—nine months, or 180 days, exclusive of holidays.
3. Number of teachers—four whole-time teachers, one of whom may be a teacher of vocational subjects.
4. Length of recitation periods—at least forty minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 500 volumes.
8. Maps according to requirements.
9. Attendance—at least 70 pupils in average daily attendance.

Group II—Class A.

1. Four-year course of study.
2. Length of term—eight months, or 160 days, exclusive of holidays.
3. Four whole-time teachers, one of whom may be a teacher of vocational subjects.
4. Length of recitation periods—at least forty-five minutes.
5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science.
7. Library of not fewer than 300 volumes.
8. Maps according to requirements.
9. Attendance—at least 70 pupils in average daily attendance.

Group II—Class B.

1. Four-year course of study.
2. Length of term—eight months, or 160 days, exclusive of holidays.
3. Three whole-time teachers, holding proper certificates.
4. Length of recitation periods—at least forty-five minutes.

5. Fifteen units required for graduation.
6. Laboratory facilities for the teaching of Science—at least two Sciences.
7. Library of not fewer than 300 volumes.
8. At least forty-five pupils in average daily attendance.
9. Maps according to requirements.

The schools below those of standard grade should be classified. The work in a school should be so organized that it can be definitely estimated just what amount of credit a pupil is entitled to for the work he has completed. There are three classes of schools below those of standard grade. These constitute what will be known as Group III schools, Classes A, B, and C.

Group III—Class A.

This is a three-teacher, non-standard high school.

A high school may have three whole-time teachers, offer four years of work, and have a term of thirty-two weeks, but not be rated as a standard school because certain requirements have not been met. Such a school is called a three-teacher non-standard school. In such a school every effort should be put forth, of course, to meet the requirements of a standard or accredited school.

The principal of a school of this class must hold at least the High School Teachers' Certificate, Class A, and may receive a salary of $1,800 on a basis of a nine months' term.

Group III—Class B. A Certified School.

By Certified School is meant the following:

1. Three years of work beyond the elementary school. That is, the work of the eighth, ninth, and tenth grades, or first, second, and third years of a high school.
2. A term of thirty-two weeks, exclusive of holidays.
3. Recitation periods of forty-five minutes in length.
4. Two whole-time teachers, holding proper certificates.
5. Laboratory facilities for the teaching of General Science.
6. A library of not less than 200 volumes.
7. Twelve units of work completed.
8. An average daily attendance of thirty pupils.

The principal of a Certified School must hold at least the High School Teacher's Certificate, Class A, and may receive a salary of $1,600 on a basis of a nine months' term.

Group III—Class C. A Recognized School.

A Recognized School may be defined as follows:

1. Two years of work beyond the elementary school. That is, the work of the eighth and ninth grades, or first and second years of high school.
2. A term of thirty-two weeks, exclusive of holidays.
3. Recitation period of forty-five minutes in length.
4. One whole-time teacher holding proper certificate.
5. Eight units of work completed.
6. Library of 100 volumes.
7. Twenty pupils in average daily attendance.

The principal of a Recognized School must hold at least the High School Teacher's Certificate, Class A, and may receive a salary of $1,500 on a basis of a nine months' term.

High School work should not be undertaken unless it can be provided for in a somewhat adequate manner. No school will be recognized as a high school unless there is one teacher giving whole time to high school instruction. High school work should not be attempted in a school where an elementary teacher, who should be giving her whole time to the elementary school, employs a part of her time in giving high school instruction.

SOUTHERN ASSOCIATION

The schools listed below are accredited by or are members of the Association of Colleges and Secondary Schools of the Southern States. Those marked (*) were added to the list in December, 1926.

Aberdeen, Aberdeen—A. S. Ballard.
*Albemarle, Albemarle—J. P. Sifford.
Asheville—
  Academy of St. Genevieve, Asheville—Mother Mabel Monk.
  Asheville High School, Asheville—Lee H. Edwards.
  Asheville School, Asheville—W. H. Jones.
  Asheville Normal, Asheville—Miss Olivia C. Gillespie.
*Badin, Badin—E. R. Spruill.
Boiling Springs, Boiling Springs—J. D. Huggins.
Burlington, Burlington—W. D. Halfacre.
Canton, Canton—R. J. Reveley.
Caroleen (Henrietta-Caroleen), Caroleen—J. B. Jones.
Chapel Hill, Chapel Hill—L. R. Sides.
Charlotte (Central), Charlotte—E. H. Garringer.
Concord, Concord—A. H. Jarratt.
*Dunn, Dunn—J. Shepard Bryan.
Durham—
  Durham High School, Durham—W. F. Warren.
  West Durham High School, West Durham—S. G. Lindsay.
Edenton, Edenton—John A. Holmes.
Elizabeth City, Elizabeth City—A. B. Combs.
*Elm City, Elm City—P. T. Fugate.
Farmville, Farmville—G. R. Wheeler.
Fayetteville, Fayetteville—J. R. MacNeel.
Forest City (Cool Springs), Forest City—C. A. Erwin.
Gastonia, Gastonia—J. Eris Cassell.
Goldsboro, Goldsboro—W. A. Mahler.
Greensboro, Greensboro—C. W. Phillips.
Greenville, Greenville—J. A. Keech.
Hamlet, Hamlet—H. M. Kizer.
Henderson, Henderson—A. P. Sledd.
Hendersonville—
  Blue Ridge School, Hendersonville—J. R. Sandifer.
  *Fassifern School, Hendersonville—J. R. Sevier.
  Hendersonville High, Hendersonville—H. C. Mardis.
Hickory, Hickory—R. W. Carver.
High Point, High Point—L. R. Johnston.
Kinston (Grainger), Kinston—Miss Madge Daniels.
Laurinburg, Laurinburg—R. G. Kiser.
Lenoir, Lenoir—J. P. Leeper.
Lexington, Lexington—T. D. Stokes.

Lumberton, Lumberton—W. S. Whitaker.
*Marshall, Marshall—D. W. Kanoy.
Mars Hill College (H. S. Dept.), Mars Hill—R. M. Lee.
Monroe, Monroe—R. N. Ledford.
Morganton, Morganton—D. W. Maddox.
*Mount Airy, Mount Airy—Miss Margaret Sparger.
North Wilkesboro, North Wilkesboro—L. E. Calhoun.
Oak Ridge Institute, Oak Ridge—T. E. Whitaker.
Oxford—
- Oxford High School, Oxford—W. W. Weldon.
- Oxford Orphanage, Oxford—Dennis H. Cooke.

Raeford, Raeford—J. M. Stackhouse.
Raleigh—
- Raleigh High School, Raleigh—C. E. Wessinger.
- Saint Mary's School, Raleigh—W. W. Way, President
- State School for the Blind, Raleigh—Hugh C. Griffin.

Reidsville, Reidsville—J. H. Fleming.
Rich Square, Rich Square—A. W. Oakes, Jr.
Roanoke Rapids, Roanoke Rapids—C. W. Davis.
Rockingham, Rockingham—Miss Kate Finley.
Rocky Mount, Rocky Mount—Z. L. Foy.
Rutherford College (H. S. Dept.), Rutherford College—W. F. Starnes.
Rutherfordton-Spindale, Rutherfordton—B. L. Smith
Pineland School for Girls, Salemburg—Mr and Mrs. W. J. Jones.
Salisbury (Boyden), Salisbury—Frank B. John.
Selma, Selma—N. C. Woodlief.
Scotland Neck, Scotland Neck—F. M. Tucker.
Shelby, Shelby—A. C. Lovelace.
Smithfield, Smithfield—N. C. Shuford.
Southern Pines, Southern Pines—W. F. Allen.
Spencer, Spencer—W. F. Shealy.
Statesville, Statesville—W. R. Kirkman.
Tarboro, Tarboro—W. C. Ramsey.
Thomasville, Thomasville—P. C. Newton.
*Warrenton, Warrenton—J. Y. Kerr.
Washington, Washington—E. S. Johnson.
Wilmington (New Hanover), Wilmington—W. O. Hampton.
Wilson, Wilson—Ray Armstrong.
Winston-Salem—
- Salem Academy, Winston-Salem—Miss Eleanor C. Chase.
- Winston-Salem H. S. (R. J. Reynolds), Winston-Salem—J. Watson Moore.

LIST OF SCHOOLS ACCREDITED FOR THE SCHOOL YEAR CLOSING JUNE 30, 1926

County and School	Principal	Post Office	Classification
Alamance:			
Elon College	J. A. Hornaday	Elon College	II, B.
Anson:			
Burnsville	S. H. Mingus	Polkton, R-2	II, B.
Deep Creek	D. W. B. Coon	Wadesboro, R.	II, B.
Peachland	W. L. Harris	Peachland	II, B.
Bladen:			
Kelly (French's Creek)	W. N. Rhyne	Kelly	II, B.
Buncombe:			
Haw Creek	O. H. Tilson	Asheville, R-2	II, B.
Burke:			
Valdese	C. C. Long	Valdese	II, B.
Camden:			
South Mills	F. M. Eason	South Mills	II, B.
Carteret:			
Beaufort	R. L. Fritz, Jr.	Beaufort	II, B.
Catawba:			
Mountain View	W. E. Abernathy	Hickory, R.F.D.	II, B.
Chatham:			
Goldston	J. H. Moore	Goldston	II, B.
Cleveland:			
Fallston	W. R. Gary	Fallston	II, A.
Cumberland:			
Sunnyside	R. W. McDonald	Fayetteville, R.F.D.	II, B.
Davidson:			
Reeds	O. M. Staton	Lexington, R-3	II, B.
Duplin:			
Calypso	C. H. Walker	Calypso	II, B.
Kenansville	I. C. Pait	Kenansville	II, B.

County and School	Principal	Post Office	Classification
Forsyth:			
Lewisville	J. H. White	Lewisville	II, B.
Mineral Springs	W. A. Sowers	Winston-Salem, R-3	II, A.
Vienna	W.B. Speas	Pfafftown	II, B.
Franklin:			
Youngsville	C. B. Howard	Youngsville	II, B.
Gates:			
Gatesville	L. C. Hand	Gatesville	II, B.
Hobbsville	M. L. Rowland	Hobbsville	II, B.
Granville:			
Oak Hill	W. C. Poe	Virgilina, Va.	II, A.
Greene:			
Walstonburg	H. W. Carter	Walstonburg	II, B.
Guilford:			
Alamance	O. C. Johnson	Greensboro, R-6	II, B.
Monticello	L. H. Floyd	Brown Summit	II, B.
Halifax:			
Aurelian Springs	V. C. Matthews	Littleton	II, B.
Hertford:			
Harrellsville	J. R. Brown	Harrellsville	II, B.
Murfreesboro	C. C. Graves	Murfreesboro	II, B.
Hyde:			
Swan Quarter	G. M. Guthrie	Swan Quarter	II, B.
Iredell:			
Union Grove	S. B. Smithey	Jennings	II, B.
Jackson:			
Qualla	W. C. Reed	Whittier	II, B.
Johnston:			
Glendale	E. T. Boyette	Kenly, R.F.D.	II, B.
Micro	G. M. Moser	Micro	II, B.
Wilson's Mills	Nathan Womack	Wilson's Mills	II, B.
Madison:			
Mars Hill	Ethel E. English	Mars Hill	II, A.

County and School	Principal	Post Office	Classification
Mecklenburg:			
Bain (Mint Hill)	Harry L. Griffin	Matthews, R-19	II, B.
Newell	T. C. Lingerfeldt	Newell	II, B.
Oakhurst	W. S. Hough	Charlotte, R-1	II, A.
Steel Creek (Observer)	W. C. Merritt	Pineville, R-15	II, B.
Moore:			
Cameron	J. Clyde Kelly	Cameron	II, A.
Nash:			
Bailey	L. H. McNeely	Bailey	II, B.
Northampton:			
Conway	T. R. Everett	Conway	II, B.
Pitt:			
Fountain	Guy B. Rhodes	Fountain	II, B.
Randolph:			
Franklinville	Fred Burgess	Franklinville	II, B.
Farmer	F. A. Ficquett	Farmer	II, B.
Rowan:			
East Spencer	R. S. Lennon	East Spencer	II, B.
Rockwell	R. Lee Trexler	Rockwell	II, B.
Woodleaf	C. A. Furr	Woodleaf	II, A.
Granite Quarry	E. N. Peeler	Granite Quarry	II, B.
Rutherford:			
Ellenboro	R. B. Tapp	Ellenboro	II, A.
Mount Vernon	J. R. Adams	Rutherfordton	II, B.
Stanly:			
New London	P. D. Baird	New London	II, B.
Albemarle Normal	Katie B. Pridgen	Albemarle	II, A.
Stokes:			
Germanton	C. M. Felts	Germanton	II, B.
Surry:			
Copeland	Arthur F. Graham	Rockford	II, B.
Union:			
Indian Trail	W. Q. Grigg	Indian Trail	II, B.
Union	J. B. Haney	Monroe, R-1	II, B.

County and School	Principal	Post Office	Classification
Vance:			
Dabney	J. R. Nixon	Dabney	II, B.
Zeb Vance	C. M. Billings, Jr.	Kittrell	II, B.
Washington:			
Mackeys	A. W. Davenport	Mackeys	II, B.
Roper	E. N. Riddle	Roper	II, B.
Wayne:			
Grantham	W. J. Nichols	Goldsboro, R-4	II, B.
Seven Springs	B. K. Miller	Seven Springs	II, B.
Yancey:			
Clearmont	E. D. Wilson	Day Book	II, B.
Pensacola	J. D. Warrick	Pensacola	II, B.

SCHOOLS DROPPED FROM THE ACCREDITED LIST JUNE 1, 1926.

Bertie:			
Lewiston-Woodville	L. E. Andrews	Lewiston	
Buncombe:			
Grove Park (Private)	James Brooks	Asheville	
Forsyth:			
Walkertown	W. L. Ingold	Walkertown	
Guilford:			
Summerfield	L. R. Casey	Summerfield	
Polk:			
Saluda	W. H. Cole	Saluda	
Robeson:			
Lumber Bridge	L. H. Fogleman	Lumber Bridge	

WHITE HIGH SCHOOLS

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ALAMANCE:	A. H. King	Graham	
Special Charter:			
Burlington	W. D. Halfacre	Burlington	I, AA.
Graham	H. G. McBane	Graham	I, B. 1922
Haw River	J. D. Barber	Haw River	II, B. 1925
Mebane	J. P. Moore	Mebane	I, B. 1925
Rural:			
Altamahaw-Ossipee	David Miller	Elon College, R-1	II, B. 1924
Alexander-Wilson	W. A. Young	Graham, R-1	II, A. 1924
Eli Whitney	C. V. Ferguson	Saxapahaw	II, A. 1924
Elon College	J. A. Hornaday	Elon College	II, B. 1926
Friendship	H. L. Foster	Burlington	
Pleasant Grove	C. M. Miller	Burlington, R-3	
Stony Creek	A. L. Combs	Burlington, R-2	
Sylvan	R. H. Hutchinson	Snow Camp	II, A. 1925
ALEXANDER:	M. A. Stone	Taylorsville	
Rural:			
Bethlehem	W. W. Stockman	Taylorsville	
Hiddenite	C. H. Gryder	Hiddenite	II, A. 1924
Stony Point	J. W. McCall	Stony Point	II, A. 1924
Taylorsville	Gilbert Craig	Taylorsville	II, A. 1922
ALLEGHANY:	John M. Cheek	Sparta	
Rural:			
Piney Creek	T. P. Sheffey	Piney Creek	II, B. 1923
Sparta	B. Robinson	Sparta	II, A. 1923
Private:			
Glade Valley	C. W. Erwin	Glade Valley	II, B.
ANSON:	R. W. Allen	Wadesboro	
Special Charter:			
Morven	J. F. Lowrance	Morven	II, B. 1924
Wadesboro	L. H. Fogleman	Wadesboro	I, A.
Rural:			
Ansonville	Fred Burgess	Ansonville	II, B. 1925
Burnsville	T. A. Jones	Polkton, R-2	II, B. 1926
Deep Creek	D. W. B. Coon	Wadesboro	II, B. 1926
Lilesville	Zeno Martin	Lilesville	II, B. 1925
McFarlan	M. F. Teeter	McFarlan	
Peachland	W. L. Harris	Peachland	II, B. 1926
Polkton	W. C. McColl	Polkton	II, B. 1924
ASHE:	J. O. Goodman	Beaver Creek	
Rural:			
Bowie	L. K. Halsey	Fleetwood	
Elkland	J. B. Hash	Todd	
Helton	C. C. Bost	Sturgills	
Lansing	G. H. Hatfield	Lansing	
Sutherland	B. H. Duncan	Trade, Tenn.	
Virginia-Carolina	Robt. E. Lee Plummer	Grassy Creek	I, A. 1922
West Jefferson	F. C. Nye	West Jefferson	I, B. 1923

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
ASHE: (*Continued*)			
Private:			
Jefferson	G. B. Price	Jefferson	II, B.
AVERY:	R. T. Teague	Newland	
Rural:			
Altamont	C. R. Stroupe	Crossnore	II, A. 1922
Banner Elk	J. D. Horton	Banner Elk	
Cranberry	D. C. Butler	Cranberry	II, A. 1923
Newland	A. H. Braswell	Newland	II, B. 1924
Riverside	J. R. Hodges	Spear	
Private:			
Lees McRae Institute	Edgar H. Tufts	Banner Elk	
Plumtree School for Boys	Mrs. Margaret Detyens	Plumtree	
BEAUFORT:	H. H. McLean	Washington	
Special Charter:			
Washington	E. S. Johnson	Washington	I, A.
Rural:			
Aurora	E. W. Glass	Aurora	II, A. 1925
Bath	G. W. Rhodes	Bath	II, A. 1925
Belhaven	C. H. Young	Belhaven	I, B. 1922
Pantego	F. Parker	Pantego	I, B. 1922
Old Ford	C. J. Rast	Washington, R.F.D.	
Private:			
Washington Coll. Inst.	M. O. Fletcher	Washington	I, B. 1923
BERTIE:	H. W. Early	Windsor	
Rural:			
Aulander	P. B. Pollock	Aulander	II, A.
Colerain	J. S. Moore	Colerain	II, B. 1925
Lewiston-Woodville	L. E. Andrews	Lewiston	
Mars Hill	Clara M. Pigg	Colerain, R-1	II, B. 1923
Merry Hill	W. R. Smithwick	Merry Hill	
Powellsville	J. T. Gaskill	Powellsville	
Republican	R. M. Peele	Windsor	
Riverside	Harriet B. Leary	Merry Hill	
Roxobel-Kelford	D. P. McCain	Roxobel	
Windsor	R. L. Tremain	Windsor	II, B. 1922
BLADEN:	W. W. Woodhouse	Elizabethtown	
Rural:			
Abbottsburg	V. E. Glenn	Abbottsburg	
Bladenboro	F. Q. Barbee	Bladenboro	II, A. 1921
Carver's Creek	J. W. Swaringer	Acme, R-1	
Clarkton	R. L. Andrews	Clarkton	II, A. 1924
Elizabethtown	L. R. Maness	Elizabethtown	II, B. 1925
Kelly (French's Creek)	C. F. Copeland	Kelly	II, B. 1926

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BLADEN:			
(*Continued*)			
White Oak Academy	F. T. Johnson	White Oak	II, A. 1923
BRUNSWICK:	B. R. Page	Southport	
Rural:			
Bolivia	S. L. Bowen	Bolivia	
Leland	W. N. Rhyne	Leland	
Southport	L. J. Dawkins	Southport	II, A. 1923
BUNCOMBE:	A. C. Reynolds	Asheville	
Special Charter:			
Asheville	Lee H. Edwards	Asheville	I, AA.
Hall-Fletcher	G. A. Hartrick	Asheville	
Rural:			
Barnardsville	F. A. Penland	Barnardsville	II, A. 1923
Biltmore	W. H. Jones	Biltmore	I, A.
Black Mountain	J. O. Wood	Black Mountain	II, A.
Candler	C. J. Rich	Candler	II, A. 1923
Emma	S. O. Wilde	Asheville, R-4	
Fairview	J. W. Brown	Fairview	II, A. 1923
Grace	F. L. Safford	Asheville, R-1	II, B. 1925
Haw Creek	O. H. Tilson	Asheville, R-2	II, B. 1926
Leicester	C. Fred Jervis	Leicester	II, A. 1923
Sand Hill	G. V. Allen	Candler	II, B. 1925
Swannanoa	E. N. Howell	Swannanoa	II, B. 1925
Weaverville	O. B. Jones	Weaverville	
West Buncombe	V. W. Brown	Asheville, R-4	II, B. 1923
Woodfin	W. T. Wells	Asheville, R-5	II. A. 1924
Shanghai	Miss Minerva Brittain	Weaverville	
Venable	Floyd Brigman	Biltmore, R-2	
Valley Springs	W. S. Burleson	Skyland	
Private:			
Acad. of St. Genevieve	Mother M. Monk	Asheville	I, B.
Asheville School	W. H. Jones	Asheville School	II, A.
Asheville Farm School	L. H. Burch	Farm School	
Asheville Nor. Sch. (Prep. Dept.)	J. E. Calfee	Asheville	I, B.
Bingham Mil. Academy	Col. S. R. McKee	Asheville	II, A.
Christ School	R. R. Harris	Arden	
Grove Park School	James Brooks	Asheville	
Montreat Nor. School	S. L. Woodward	Montreat	II, B.
Weaver College	C. H. Trowbridge	Weaverville	I, B.
Lee Schools for Boys	J. A. Peoples	Blue Ridge	
BURKE:	R. L. Patton	Monganton	
Special Charter:			
Morganton	D. W. Maddox	Morganton	I, A.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
BURKE:			
(Continued)			
Glen Alpine	W. T. Byrd	Glen Alpine	I, B. 1922
Rural:			
Drexel	Mary A. Baugher	Drexel	
Hildebran	G. B. Stine	Hildebran	II, B. 1923
Valdese	C. C. Long	Valdese	II, B. 1926
Olive Hill	P. E. Corpening	Morganton, R.F.D.	
Private:			
Rutherford College	W. F. Starnes	Connelly Springs	I, B. 1921
CABARRUS:	J. B. Robertson	Concord	
Special Charter:			
Concord	A. H. Jarratt	Concord	I, AA.
Rural:			
Harrisburg	B. S. Weiler, Jr.	Harrisburg	
Kannapolis	R. C. Cannon	Kannapolis	II, A. 1924
Winecoff	P. W. Beard	Concord, R-2	
Private:			
Mont Amoena Seminary	J. H. C. Fisher	Mt. Pleasant	I, A.
Collegiate Institute	G. F. McAllister	Mt. Pleasant	I, B.
CALDWELL:	J. W. McIntosh	Lenoir	
Special Charter:			
Granite Falls	W. R. Schaff	Granite Falls	II, A. 1923
Lenoir	J. P. Leeper	Lenoir	I, A.
Rural:			
Collettsville	C. M. Abernathy	Collettsville	
Dudley Shoals	A. F. Sharpe	Granite Falls	
Hudson	Geo. E. Smith	Hudson	
Oak Hill	A. R. Crisp	Lenoir, R-2	II, A. 1923
Whitnel	W. E. Wilson	Whitnel	
Private:			
Davenport Preparatory School	W. A. Jenkins	Lenoir	II, A.
Patterson School	Hugh A. Dobbin	Legerwood	
CAMDEN:	L. L. Stevens	Indiantown	
Rural:			
Shiloh	S. M. Eddleman	Shiloh	
South Mills	F. M. Eason	South Mills	II, B. 1926
CARTERET:	J. H. Workman	Beaufort	
Special Charter:			
Beaufort	R. L. Fritz, Jr.	Beaufort	II, A. 1926
Morehead City	J. N. Roberson	Morehead City	I, A. 1922
Rural:			
Atlantic	F. L. Stroupe	Atlantic	II, B. 1924
Newport	C. F. Carroll, Jr.	Newport	II, B. 1923
Smyrna	C. A. Dees	Smyrna	II, A. 1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CASWELL:	Robt. W. Isley	Yanceyville	
Rural:			
Anderson	R. W. Barnette	Union Ridge	
Cobb Memorial	F. B. Harton	Ruffin	
Leasburg	D. H. Lashley	Mount Gilead	
Milton	J. E. Farrior, Jr.	Milton	
Pelham	W. J. Liles	Pelham	
Prospect Hill	J. E. Joines	Prospect Hill	
Semora	C. E. Newman	Semora	
Yanceyville (Bartlett Yancey)	S. H. Abell	Yanceyville	II, A. 1925
CATAWBA:	J. A. Capps	Newton	
Special Charter:			
Hickory	Samuel Thompson	Hickory	I, AA.
Newton	I. H. Butt	Newton	I, A. 1922
Rural:			
Ball's Creek	R. D. Huitt	Catawba	II, B. 1925
Blackburn	D. J. Whitener	Newton, R-2	
Catawba	H. G. Kopenhaver	Catawba	II, B. 1925
Catawba County Farm-life	R. W. Whitener	Newton	II, A.
Claremont	A. P. Whisenhunt	Claremont	II, B. 1925
Highland	J. Loy Sox	Hickory	II, A. 1924
Longview	C. H. Aderholdt	Hickory	
Maiden	J. B. Whitener	Maiden	II, A. 1924
Mountain View	W. E. Abernathy	Hickory	II, B. 1926
Monogram	F. E. Abernathy	Long Island	
Sherrill's Ford	C. M. Dickson	Sherrill's Ford	II, A. 1924
West Hickory	J. L. Kiser	West Hickory	I, B. 1924
White Church	R. N. Hoyle	Claremont, R-2	
Private:			
Concordia College	O. W. Kreinheder	Conover	II, B.
CHATHAM:	W. R. Thompson	Pittsboro	
Rural:			
Bells	J. F. Grigg	Apex	
Bennett	R. L. Forrester	Bennett	
Bonlee	R. C. Dorsett	Bonlee	II, A. 1922
Bynum	Archie Braxton	Bynum	
Goldston	J. H. Moore	Goldston	II, B. 1926
Moncure	H. G. Self	Moncure	II, B. 1925
Pittsboro	A. V. Nolan	Pittsboro	II, B. 1923
Siler City	W. G. Coltrane	Siler City	II, A.
CHEROKEE:	A. L. Martin	Murphy	
Special Charter:			
Andrews	L. B. Nichols	Andrews	I, A.
Murphy	B. W. Sipe	Murphy	I, B. 1923
CHOWAN:	R. H. Bachman	Edenton	
Special Charter:			
Edenton	Miss Paulina Hassell	Edenton	I, B.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CHOWAN: *(Continued)*			
Rural			
Chowan	C. R. Roe	Edenton	II, B. 1923
CLAY:	Allen J. Bell	Hayesville	
Rural:			
Elf	Parks Prickett	Hayesville, R-3	
Hayesville	A. H. Shuler	Hayesville	II, A. 1924
CLEVELAND:	J. H. Grigg	Shelby	
Special Charter:			
Kings Mountain	J. Y. Irvin	Kings Mountain	I, A.
Shelby	A. C. Lovelace	Shelby	I, AA.
Rural:			
Fallston	W. R. Gary	Fallston	II, A. 1926
Grover	B. F. Bird	Grover	
Lattimore	Lawton Blanton	Lattimore	II, A. 1925
Mooresboro	C. C. Sorrels	Mooresboro	
Piedmont	W. D. Burns	Lawndale	II, A.
Waco	J. A. Moore	Waco	II, B. 1923
Private:			
Boiling Springs	J. D. Huggins	Boiling Springs	I, A.
COLUMBUS:	C. C. Russ	Whiteville	
Rural:			
Acme Delco	Mrs. Agnes Barnhardt	Acme	II, B. 1923
Bolton	G. V. McNeill	Bolton	
Cerro Gordo	E. P. Mendenhall	Cerro Gordo	II, B. 1925
Chadbourn	Eugene Chesson	Chadbourn	II, A.
Evergreen	F. F. Thompson	Evergreen	II, A. 1925
Fair Bluff	J. A. Williams	Fair Bluff	
Hallsboro	James Howell	Hallsboro	II, B. 1925
Tabor	P. S. Sykes	Tabor	II, A. 1924
Whiteville	G. O. Rogers	Whiteville	II, A.
CRAVEN:	R. S. Proctor	New Bern	
Special Charter:			
New Bern	J. M. Shields	New Bern	I, A.
Rural:			
Cove City	Harold Whitehurst	Cove City	
Craven County Farm-life School	F. W. Jarvis	Vanceboro	II, A.
Dover	H. Lee Thomas	Dover	II, B. 1922
Fort Barnwell	G. C. Bush	Dover, R-3	
Jasper	J. F. Pugh	New Bern, R-2	II, B. 1925
Brinson Memorial	H. C. Banks	New Bern	
CUMBERLAND:	B. T. McBryde	Fayetteville	
Special Charter:			
Fayetteville	J. R. MacNeel	Fayetteville	I, AA.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
CUMBERLAND: *(Continued)*			
Rural:			
Beaver Dam	W. E. Williams	Roseboro, R-3	
Cedar Creek	J. P. Crumpler	Cedar Creek	
Eastover	W. C. Eagles	Fayetteville, R.F.D.	II, B. 1924
Falcon	I. H. Presley	Falcon	
Godwin	H. M. Wells	Godwin	
Grays Creek	C. O. Small	Hope Mills, R-2	
Hope Mills	K. A. McDonald	Hope Mills	II, B. 1925
Lan Tabor	Mrs. J. B. Wilkins	Linden	
Linden	D. C. Mosteller	Linden	
Massey Hill	H. H. Hamilton	Fayetteville, R.F.D.	
South River	A. C. Holland	Wade	II, B. 1925
Seventy-first	C. C. MacMillan	Fayetteville, R-3	II, A. 1925
Stedman	J. D. Jerome	Stedman	II, B. 1925
Sunnyside	R. W. McDonald	Fayetteville, R.F.D.	II, B. 1926
Wade	D. S. McCormick	Wade	
CURRITUCK:	Maud C. Newbury	Currituck	
Rural:			
Moyock	C. N. Baughan	Moyock	II, B. 1924
Poplar Branch	B. W. De Shazo	Poplar Branch	I, B. 1921
DARE:	E. W. Pearson	Manteo	
Rural:			
Kitty Hawk	A. E. Baum	Kitty Hawk	
Hatteras	J. W. Comes	Hatteras	
Manteo	L. R. Williford	Manteo	II, B.
Wanchese	J. D. Pegram	Wanchese	
Stumpy Point	J. W. Blackard	Stumpy Point	
DAVIDSON:	S. G. Hasty	Lexington	
Special Charter:			
Lexington	T. D. Stokes	Lexington	I, A.
Thomasville	P. C. Newton	Thomasville	I, A.
Rural:			
Arcadia	Curtis Bivens	Welcome	II, B. 1924
Churchland	W. C. Harward	Linwood, R-1	II, A.
Denton	J. W. Carrell	Denton	II, A. 1924
Fair Grove	R. C. Foster	Thomasville, R.F.D.	
Linwood	R. S. Linwood	Linwood	
Pilot	O. G. Fritz	Thomasville, R.F.D.	
Reeds	O. M. Staton	Lexington, R-3	II, B. 1926
Southmont	E. C. Willis	Southmont	
Tyro	E. R. Smith	Lexington, R.F.D.	
Welcome	C. H. Chapman	Welcome	II, B. 1924
Midway	H. E. White	Lexington, R-1	
Wallburg	H. F. Pardue	Wallburg	II, A. 1923
Private:			
Baptist Orphanage	J. L. Fortney	Thomasville	I, B. 1925
DAVIE:	E. P. Bradley	Mocksville	
Special Charter:			
Mocksville	E. C. Staton	Mocksville	I, B. 1922

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
DAVIE: *(Continued)*				
Rural:				
Cana	J. Minor	Cana, R-1		
Farmington	Mrs. W. S. Wellborn	Farmington	II, B.	1925
Fork Church	J. L. Tolar	Mocksville, R-3		
Jerusalem	S.M Holton, Jr.	Cooleemee	II, A.	1924
Shady Grove	L. P. Hendrix	Advance	II, B.	1925
Smith Grove	Mary Lee Miller	Advance		
DUPLIN:	B. C. Siske	Warsaw		
Special Charter:				
Faison	H. T. Ray	Faison	II, B.	1924
Rural:				
Beulaville	A. B. Alderman	Beulaville	II, B.	1925
Calypso	C. H. Walker	Calyspo	II, B.	1926
Chinquapin	Arthur Ranes	Chinquapin		
Kenansville	I. C. Pait	Kenansville	II, B.	1926
Magnolia	J. S. Blair	Magnolia	II, A.	1924
Rose Hill	E. C. Jernigan	Rose Hill	II, A.	1923
Teacheys	Geo. B. Robbins	Teacheys	II, A.	
Wallace	W. W. Harmon	Wallace	II, A.	1921
Warsaw	J. S. Fleming	Warsaw	I, A.	1922
DURHAM:	L. H. Barbour	Durham		
Special Charter:				
Durham	W. F. Warren	Durham	I, AA.	
Rural:				
Bethesda	P. G. Farrar	Durham, R-6	II, B.	1924
East Durham	C. E. Cooke	East Durham	I, B.	
Lowe's Grove	O. K. Goodwin	Durham, R-3	II, A.	1922
Mangum (Bahama)	D. H. Crumpton	Bahama	II, A.	1925
Mineral Spring	J. W. Neal	Durham, R-8		
West Durham	S. G Lindsay	West Durham	I, A.	
EDGECOMBE:	W. H. Pittman	Tarboro		
Special Charter:				
Tarboro	W. C. Ramsey	Tarboro	I, A	
Rural:				
Battleboro	Wm. J. Barefoot	Battleboro		
Conetoe	J. C. Horner	Conetoe		
Leggett	A. W. McDougle	Tarboro, Box 524		
Speed	J. N. Grant	Speed		
South Edgecombe	N. E. Gresham	Pinetops		
West Edgecombe	M. T. Tanner	Rocky Mount	II, A	1924
FORSYTH:	T. H. Cash	Winston-Salem		
Special Charter:				
Winston-Salem	J. W. Moore	Winston-Salem	I, AA.	
Rural:				
Clemmons	J. F. Brower	Clemmons	II, A.	1922
Kernersville	R. A. Sullivan	Kernervsille	II, A.	1922

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
FORSYTH: (*Continued*)			
Lewisville	J. H. White	Lewisville	II, B. 1926
Mineral Springs	W. A. Sowers	Winston-Salem, R-3	II, A. 1926
Old Richmond	J. F. Scott	Tobaccoville	II, B. 1924
Old Town	J. O. Rodgers	Winston-Salem	II, B. 1925
Rural Hall	J. C. Colley	Rural Hall	II, B. 1925
Sedge Garden	F. M. White	Kernersville	
Vienna	W. B. Speas	Pfafftown	II, B. 1926
Walkertown	W. L. Ingold	Walkertown	
Private:			
Salem Academy	Eleanor C. Chase	Winston-Salem	I, B.
FRANKLIN:	E. L. Best	Louisburg	
Special Charter:			
Franklinton	Hoy Taylor	Franklinton	I, B.
Louisburg	W. R. Mills	Louisburg	I. B.
Youngsville	C. B. Garrett	Youngsville	II, B. 1926
Rural:			
Bunn	E. G. Cornelius	Bunn	II, A. 1922
Edward L. Best	T. H. Sledge	Louisburg, R-4	II, B. 1924
Epsom	J. A. Woodward	Epsom	
Gold-Sand	C. B. Howard	Gupton	
Private:			
Louisburg College Academy	Miss Sallie P. Betts	Louisburg	II, B.
GASTON:	F. P. Hall	Gastonia	
Special Charter:			
Bessemer City	C. M. Tatum	Bessemer City	II, A. 1921
Cherryville	Hunter Huss	Cherryville	II, A.
Gastonia	J. Eris Cassell	Gastonia	I, AA.
Rural:			
Belmont	J. G. Bamette	Belmont	I, A. 1922
Cramerton	A. S. Anderson	Cramerton	
Dallas	C. B. Hawkins	Dallas	II, A. 1925
Highland	J. A. Rollins	Gastonia	
Lowell	W. S. Berryhill	Lowell	II, B. 1925
Mount Holly	F. B. Rankin	Mount Holly	II, B.
Ranlo	A. C. Warlick	Gastonia, R-2	
Stanley	Mitchell Carr	Stanley	II, A. 1923
Tryon	H. M. Loy	Bessemer City	II, A. 1923
Private:			
Belmont Abbey	Stanislaus Bethel	Belmont	II, A. 1924
Sacred Heart Academy	Sister M. Boyde	Belmont	
GATES:	J. M. Glenn	Gatesville	
Rural:			
Gates	T. J. Jessup	Gates	
Gatesville	L. C. Hand	Gatesville	II, B. 1926
Hall (Eure)	M. P. Wright	Eure	
Hobbsville	M. L. Rowland	Hobbsville	II, B. 1926
Sunbury	E. L. Derrick	Sunbury	II, B. 1923

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
GRAHAM:	J. H. Moody	Robbinsville	
Rural:			
Robbinsville	R. C. Barrett	Robbinsville	II, B. 1924
GRANVILLE:	J. F. Webb	Oxford	
Special Charter:			
Oxford	N. W. Weldon	Oxford	I, A.
Rural:			
Berea	R. M. Usry	Berea	
Creedmoor	J. A. Pitts	Creedmoor	II, A. 1922
Oak Hill	W. C. Poe	Virgilina, Va.	II, A. 1926
Stem	J. E. Hunter	Stem	II, A. 1923
Stovall	R. C. Young	Stovall	II, A. 1923
Wilton	R. F. Coats	Franklinton, R-1	II, A. 1924
Private:			
Oxford Orphanage	D. H. Cooke	Oxford	I, B. 1924
GREENE:	H. G. Robertson	Snow Hill	
Rural:			
Hookerton	B. L. Rhyne	Hookerton	
Snow Hill	M. R. Mahaffey	Snow Hill	I, B. 1923
Walstonburg	R. A. Phillips	Walstonburg	II, B. 1926
GUILFORD:	Thomas R. Foust	Greensboro	
Special Charter:			
Greensboro (Central)	C. W. Phillips	Greensboro	I, AA.
High Point	L. R. Johnson	High Point	I, AA.
Rural:			
Alamance	O. C. Johnson	Greensboro, R-6	II, B. 1926
Bessemer	W. E. Younts	Greensboro, R-2	II, A. 1924
Colfax	W. H. Cude	Colfax	
Gibsonville	T. E. Stough	Gibsonville	II, A. 1925
Guilford College	C. R. Bird	Guilford College	II, A. 1924
Jamestown	W. A. White, Jr.	Jamestown	II, A.
McLeansville	E. E. Farlow	McLeansville	II, B. 1925
Monticello	L. H. Floyd	Brown Summit	II, B. 1926
Nathaniel Greene	R. M. Utley	Liberty	
Oak Ridge	Miss Notre M. Johnson	Oak Ridge	
Pleasant Garden	W. H. Crawford	Pleasant Garden	II, A.
Pomona	H. A. Helms	Greensboro	II, A. 1922
Rankin	H. G. Waters	Greensboro, R-4	
South Buffalo	E. S. McBane	Greensboro, R-6	II, B. 1924
Summerfield	A. C. Metz	Summerfield	
Sumner	S. C. Deskins	Greensboro, R-1	
Private:			
Greensboro Bible and Lit. School	E. D. Owen	Greensboro	II, B.
Oak Ridge Institute	T. E. Whitaker	Oak Ridge	I, B.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
HALIFAX:	A. E. Akers	Roanoke Rapids	
Special Charter:			
Enfield	R. D. White	Enfield	II, A.
Roanoke Rapids	C. W. Davis	Roanoke Rapids	I, A.
Scotland Neck	F. M. Tucker	Scotland Neck	I, A.
Weldon	Miss Narcissa B. Daniel	Weldon	I. B.
Rural:			
Aurelian Springs	V. C. Matthews	Littleton	II, B. 1926
Eastman	Ruth M. Swann	Enfield, R-2	
Hollister	J. J. Beale	Hollister	
HARNETT:	B. P. Gentry	Lillington	
Special Charter:			
Dunn	B. E. Lohr	Dunn	I, B. 1922
Rural:			
Anderson	W. E. Howard	Bunn Level, R-1	
Angier	I. J. Stephenson	Angier	II, B. 1925
Barbecue	C. H. Dula	Olivia	
Bunn Level	J. W. King	Bunn Level	
Coats	J. H. Taylor	Coats	II, B. 1925
Erwin (Duke)	T. W. Sprinkle	Erwin	II, B. 1925
LaFayette	B. F. Kendall	Chalybeate Springs	II, A. 1925
Lillington	B. D. Bunn	Lillington	II, A. 1921
Private:			
Buie's Creek Academy	J. A. Campbell	Buie's Creek	I, A.
HAYWOOD:	W. C. Allen	Waynesville	
Special Charter:			
Canton	R. J. Reveley	Canton	I, A.
Rural:			
Bethel	H. W. Cook	Woodrow	II, B. 1924
Clyde	Chas. F. Owen	Clyde	II, A. 1925
Rock Hill	Blackwell Lunsford	Waynesville, R-2	
Waynesville	P. W. Townsend	Waynesville	II, A.
Private:			
Haywood Institute	P. A. Roberts	Clyde	II, B. 1921
HENDERSON:	R. G. Anders	Hendersonville	
Special Charter:			
Hendersonville	H. C. Mardis	Hendersonville	I, A.
Rural:			
East Flat Rock	Miss Bessie Steedman	East Flat Rock	II, A. 1925
Flat Rock	J. E. Ockerman	Flat Rock	
Mills River	A. M. Foster, Jr.	Horse Shoe	II, B. 1924
Private:			
Fassifern	J. R. Sevier	Hendersonville	II, A.
Blue Ridge	J. R. Sandifer	Hendersonville	II, B.
Fruitland Institute	N. A. Melton	Hendersonville	I, A.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
HERTFORD:	N. W. Britton	Winton		
Rural:				
Ahoskie	N. Wright	Ahoskie	II, A.	1921
Como	A. C. Bergeron	Como		
Harrellsville	J. R. Brown	Harrellsville	II, B.	1926
Murfreesboro	C. C. Graves	Murfreesboro	II, B.	1926
Winton	P. D. Rudd	Winston		
HOKE:	W. P. Hawfield	Raeford		
Rural:				
Antioch	Fred Abernathy	Red Springs		
Mildouson	Joe Osborne	Dundarrach		
Raeford	J. M. Stackhouse	Raeford	I, B.	
Rockfish	W. J. Olive	Rockfish		
HYDE:	E. W. Joyner	Swan Quarter		
Rural:				
Engelhard	Melvin Robinson	Engelhard		
Fairfield	J. W. Heath	Fairfield		
Lake Landing	M. S. Giles	Lake Landing	II, B.	1923
Ocracoke	J. H. Andrews	Ocracoke		
Sladesville	A. F. Sharpe, Jr.	Scranton		
Swan Quarter	G. M. Guthrie	Swan Quarter	II, B.	1926
IREDELL:	Miss Celeste Henkel	Statesville		
Special Charter:				
Mooresville	S. A. Leslie	Mooresville	I, A.	
Statesville	W. R. Kirkman	Statesville	I, A.	
Rural:				
Cool Springs	R. W. Adams	Cleveland	II, B.	1923
Harmony (Iredell County F-1)	R. H. Lankford	Harmony	II, A.	
Scotts	W. P. Whitesides	Scotts	II, A.	1923
Sharon	C. H. Cathey	Eufola	II, A.	1925
Troutman	R. S. Shore	Troutman	II, A.	1923
Union Grove	C. R. McLain	Jennings	II, B.	1926
Private:				
Mitchell Academy	G. H. Ellmore	Statesville	II, B.	1923
Presbyterian Orphanage	T. L. O'Kelly	Barium Springs		
JACKSON:	J. N. Wilson	Sylva		
Rural:				
Cullowhee	J. S. Seymour	Cullowhee	II, A.	
Qualla	J. D. Parker, Jr.	Whittier	II, B.	1926
Sylva	H. D. Browning, Jr.	Sylva	II, A.	1922
Webster	Ruth Allison	Webster	II, B.	1925
Glenville	H. H. Wike	Glenville		
Private:				
Sylva Collegiate Institute	J. C. Hough	Sylva	I, B.	1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
JOHNSTON:	H. B. Marrow	Smithfield		
Special Charter:				
Benson	H. C. Renegar	Benson	II, A.	1922
Clayton	Vann B. Stringfield	Clayton	I, A.	
Smithfield	C. H. McGregor	Smithfield	I, A.	
Rural:				
Archer Lodge	S. T. Liles	Clayton, R.F.D.		
Four Oaks	Margaret Tabor	Four Oaks	II, A.	1924
Glendale	E. T. Boyette	Kenly, R.F.D.	II, B.	1926
Kenly	G. T. Whitley	Kenly	II, A.	1923
Meadow	A. G. Glenn	Benson, R.F.D.		
Micro	G. M. Moser	Micro	II, B	1926
Pine Level	H. Wellons	Pine Level		
Princeton	M. P. Young	Princeton	II, A.	1925
Selma	N. G. Woodlief	Selma	I, B	
Wilson's Mills	Nathan Womack	Wilson's Mills	II, B.	1926
JONES:	Manly Fulcher	Trenton		
Rural:				
Maysville	W. V. Wilkinson	Maysville	II, B	1924
Pollocksville	Alex H. White	Pollocksville	II, B.	1924
Trenton	J. D. Messick	Trenton	II, A.	1923
LEE:	C. E. Teague	Sanford		
Special Charter:				
Sanford	J. S. Truitt	Sanford	I, A.	
Rural:				
Broadway	M. H. Judd	Broadway	II, A.	1925
Jonesboro	T. T. Lanier	Jonesboro	I, A.	
LENOIR:	E. E. Sams	Kinston		
Special Charter:				
Kinston	Madge Daniels	Kinston	I, AA.	
Rural:				
Contentnea	C. B. Jefferson	Kinston, R-1	II, A.	1925
Moss Hill	J. C. Hough	Kinston, R.F.D. 4		
Pink Hill	B. B. Holder	Pink Hill	II, A.	1923
LaGrange	M. A. Honeycutt	LaGrange	I, A.	
LINCOLN:	L. B. Beam	Lincolnton		
Special Charter:				
Lincolnton	W. E. Gladstone	Lincolnton	I, A.	
Rural:				
Asbury	Miss Betty Coon	Lincolnton, R.F.D.		
Crouse	P. H. Huss	Crouse		
North Brook	Miss Dora Rhodes	Cherryville, R-3	II, B.	1925
Rock Springs	C. E. McIntosh	Denver	II, A.	1925
Union	Juanita Puett	Lincolnton, R.F.D.		
MACON:	M. D. Billings	Franklin		
Rural				
Franklin	G. L. Houk	Franklin	I, B.	1921

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MACON: *(Continued)*			
Higdonville	R. N. Moses	Higdonville	
Highlands	T. L. Tolar	Highlands	
Maxwell	Margaret Dowdle	Franklin	
MADISON:	O. S. Dillard	Marshall	
Rural:			
Mars Hill	Ethel E. English	Mars Hill	II. A. 1926
Marshall	D. W. Kanoy	Marshall	I, B. 1923
Walnut	H. D. Pegg	Walnut	II, B 1924
Hot Springs	Epps Haws	Hot Springs	
Private:			
Mars Hill College	R. L. Moore	Mars Hill	I, A.
MARTIN:	R. A. Pope	Williamston	
Rural:			
Everetts	D. N. Hix	Everetts	
Hamilton	W. W. Clarke	Hamilton	
Jamesville	J. L. Jones	Jamesville	II, B. 1925
Oak City	H. M. Ainsley	Oak City	II, B. 1924
Robersonville	R. I. Leake	Robersonville	II, A. 1923
Williamston	L. H. Davis	Williamston	II, B.
Bear Grass	S. M. Lee	Williamston, R.F.D. 2	
Gold Point	L. B. Wynne	Robersonville, R.F.D.	
Farm Life	J. D. Lilley	Williamston, R.F.D. 4	
McDOWELL:	N. F. Steppe	Marion	
Special Charter:			
Marion	P. J. Story	Marion	I, A.
Rural:			
Glenwood	W. B. Harrill	Nealsville	II, B. 1924
Nebo	Y. V. A. Riser	Nebo	II, B. 1923
Old Fort	Geo. B. Strickland	Old Fort	I, B. 1922
Pleasant Garden	N. R. Prickett	Old Fort, R-1	
MECKLENBURG:	J. M. Matthews	Charlotte	
Special Charter:			
CHARLOTTE:			
Alexander Graham Junior High	A. M. Elliott	Charlotte	I, AA.
Central	E. H. Garinger	Charlotte	I, AA.
Piedmont Junior High	U. S. Alexander	Charlotte	I, A.
Vocational	F. T. Selby	Charlotte	I, B.
Davidson	H. L. Elliott, Jr.	Davidson	II, B. 1922
Rural:			
Bain (Mint Hill)	O. A. Tuttle	Matthews, R-19	II, B. 1926

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MECKLENBURG: *(Continued)*			
Berryhill	W. D. Loy	Charlotte, R-4	
Big Springs	H. P. Hamilton	Charlotte, R-4	
Clear Creek	W. W. McComb	Allen	
Cornelius	L. A. Price	Cornelius	II, A. 1922
Derita	F. W. Webster	Derita	II, B. 1924
Dixie	R. A. Grier	Charlotte, R-11	
Hickory Grove	A. E. Lee	Charlotte, R-9	
Hoskins	G. B. Coon	Charlotte, R.F.D.	
Huntersville	H. H. Scott	Huntersville	II, A. 1925
Long Creek	B. S. Plaxco	Huntersville, R-20	II, A. 1925
Matthews	G. N. Neel	Matthews	II, A. 1924
Newell	E. C. Miller	Newell	II, B. 1926
North Charlotte	Leroy Dulin	Charlotte, R-8	
Oak Dale	J. B. Potts	Charlotte, R-6	
Oakhurst	W. S. Hough	Charlotte, R-1	II, A. 1926
Paw Creek	J. H. Knox	Paw Creek	II, B. 1924
Pineville	J. H. Newell	Pineville	II, B. 1924
Sardis-Carmel	Frank Sherrill, Jr.	Charlotte, R-1	
Sharon	C. C. Stroup	Charlotte, R-1	
Steel Creek (Observer)	R. F. Plaxco	Pineville, R-15	II, B 1926
Woodlawn	H. P. Hamilton	Charlotte, R-2	
Private:			
Southern Industrial Institute	F. M. Matthews	Charlotte	
MITCHELL:	J. A. Steele	Bakersville	
Rural:			
Bakersville	J. R. Carr	Bakersville	II, A. 1924
Spruce Pine (Harris)	J. B. Dexton	Spruce Pine	II, B. 1924
MONTGOMERY:	J. S. Edwards	Troy	
Rural:			
Biscoe	R. S. Rainey	Biscoe	II, B. 1925
Candor	T. B. Mauney	Candor	II, A. 1924
Mt. Gilead	H. A. Nanney	Mt. Gilead	II, A. 1922
Star	E. W. Cranford	Star	II, A. 1925
Troy	Harold Krauss	Troy	II, A. 1921
MOORE:	A. B. Cameron	Carthage	
Special Charter:			
Aberdeen	A. S. Ballard	Aberdeen	I, B. 1923
Carthage	O. B. Welch	Carthage	I, B.
Southern Pines	W. F. Allen	Southern Pines	I, B. 1923
Vass-Lakeview	W. D. Matthews	Vass	II, B. 1924
Rural:			
Cameron	J. Clyde Kelly	Cameron	II, A. 1926
Elise	Allen Jones	Hemp	
Eagle Springs	R. D. Redfern	Eagle Springs	
Jackson Springs	T. N. Frye	Jackson Springs	II, A. 1922

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
MOORE: *(Continued)*			
Pinehurst	W. P. Morton	Pinehurst	II, B. 1925
Sandhill Farm-life School	R. G. Hutcheson	Vass, R-1	II, A.
Highfalls	L. E. Stuart	Highfalls	
NASH:	Linwood S. Inscoe	Nashville	
Special Charter:			
Rocky Mount	Z. L. Foy	Rocky Mount	I, AA.
Spring Hope	J. E. McLean	Spring Hope	II, A. 1923
Rural:			
Bailey	L. H. McNeely	Bailey	II, B. 1926
Benvenue	Elizabeth Hyman	Rocky Mount, R.F.D.	II, B. 1925
Castalia	J. S. Hopkins	Castalia	
Middlesex	C. L. Eaddy	Middlesex	II, B. 1923
Nashville	Curtis Crissman	Nashville	I, A. 1923
Red Oak Farm-life School	J. M. Farmer	Red Oak	II, A.
Whitakers	V. W. McGhee	Whitakers	II, B. 1924
NEW HANOVER:	W. A. Graham	Wilmington	
Special Charter:			
Wilmington	W. O. Hampton	Wilmington	I, AA.
NORTHAMPTON:	P. J. Long	Jackson	
Rural:			
Conway	T. R. Everett	Conway	II, B. 1926
Jackson	B. A. Scott	Jackson	
Rich Square	Mrs. J. H. Boyce	Rich Square	I, B.
Seaboard	H. M. Lynch	Seaboard	II, A. 1922
Severn	W. S. Clarke	Severn	
Woodland-Olney	J. G. Feezor	Woodland	II, A. 1923
ONSLOW:	W. M. Thompson	Jacksonville	
Rural:			
Jacksonville	B. E. Littlefield	Jacksonville	II, A. 1922
Richlands	R. C. Zimmerman	Richlands	II, A. 1922
Swansboro	W. E. Powell	Swansboro	
ORANGE:	R. H. Claytor	Hillsboro	
Special Charter:			
Chapel Hill	Nellie H. Graves	Chapel Hill	I, A.
Rural:			
Aycock (Cedar Grove)	Mrs. V. L. Warren	Hillsboro, R-2	
Efland	E B. Goodwin	Efland	
Hillsboro	G. A. Brown	Hillsboro	II, A. 1923

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
PAMLICO:	T. B. Attmore	Vandemere	
Rural:			
Alliance	J. P. Boyd	Alliance	II, A. 1923
Arapahoe	Z. E. Brinson	Arapahoe	II, A. 1923
Hobucken	J. W. Hamilton	Hobucken	II, B. 1925
Oriental	E. R. Perry	Oriental	II, A. 1923
Stonewall	W. E. Ward	Stonewall	II, A. 1922
PASQUOTANK:	M. P. Jennings	Elizabeth City	
Special Charter:			
Elizabeth City	A. B. Combs	Elizabeth City	I, AA.
Rural:			
Newland	B. L. White	Elizabeth City, R-4	
Weeksville	R. T. Ryland	Weeksville	II, A. 1925
PENDER:	T. T. Murphy	Burgaw	
Rural:			
Atkinson	C. E. Mabry	Atkinson	II, B. 1923
Burgaw	King D. Brown	Burgaw	II, A.
Long Creek-Grady	I. B. Hudson	Rocky Point	II, A. 1925
Maple Hill	L. B. Murray	Maple Hill	
Rocky Point	C. C. Carter	Rocky Point	
Topsail	H. L. Stone	Hampstead	
PERQUIMANS:	E. E. Bundy	Hertford	
Rural:			
Perquimans County	W. J. Taylor	Hertford	I, A. 1923
PERSON:	B. I. Satterfield	Roxboro	
Special Charter:			
Roxboro	R. B. Dawes	Roxboro	I, A. 1925
Rural:			
Allensville	N. J. Todd	Roxboro, R-2	
Bethel Hill	E. L. Wehrenberg	Woodsdale, R-2	II, B. 1924
Bushy Fork	J. S. Merritt	Roxboro, R-1	
Helena	R. C. Garrison	Timberlake	II, B. 1924
Olive Hill		Roxboro, R-3	
PITT:	R. G. Fitzgerald	Greenville	
Special Charter:			
Ayden	J. K. Long	Ayden	I, B.
Greenville	J. A. Keech	Greenville	I, AA.
Rural:			
Arthur	Miss Laura Caldwell	Bell Arthur	
Bethel	E. B. Page	Bethel	I, B. 1924
Falkland	D. T. House, Jr.	Falkland	
Farmville	Raymond Peele	Farmville	I, B.
Fountain	R. E. Boyd	Fountain	II, B. 1926
Grifton	L. E. Worsley	Grifton	II, B. 1921
Grimesland	C. D. Ward	Grimesland	
Winterville	D. H. Conley	Winterville	II, B.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
PITT: (*Continued*)			
Private:			
Eureka College	R. B. Spencer	Ayden	
POLK:	E. W. S. Cobb	Columbus	
Special Charter:			
Tryon	W. A. Schilletter	Tryon	II, B. 1925
Rural:			
Greens Creek	I. B. Talton	Campobello, S. C., R-4	II, A. 1925
Mill Spring	G. C. Scaife	Mill Spring	
Saluda	H. J. Fleming	Saluda	
Stearns	N. L. Wessinger	Columbus	II, B.
Hillcrest Inst.	T. S. Moore	Landrum, S. C., R-4.	
RANDOLPH:	T. F. Bulla	Asheboro	
Special Charter:			
Asheboro	R. J. Hilker	Asheboro	I, A.
Franklinville	M. L. Neal	Franklinville	II, B. 1926
Rural:			
Farmer	F. A. Ficquett	Farmer	II, B. 1926
Liberty	D. C. Holt	Liberty	II, A. 1923
Ramseur	M. R. Ingram	Ramseur	II, A. 1923
Randleman	E. L. Shelton	Randleman	II, A. 1924
Seagrove	T. S. Ferree	Seagrove	
Staley	Harvey White	Staley	
Trinity	R. D. Marsh	Trinity	II, A. 1924
RICHMOND:	L. J. Bell	Rockingham	
Special Charter:			
Hamlet	H. M. Kyzer	Hamlet	I, A.
Rockingham	Kate Finley	Rockingham	I, A.
Rural:			
Covington	C. H. McGregor	Covington	
Derby Memorial	M. K. Carswell	Jackson Springs, R-2.	
Ellerbe	M. R. Mitchell	Ellerbe	II, A. 1923
Hoffman	W. M. Lovelace	Hoffman	
Norman	Lindsay Frazier	Norman	
Oak Ridge	Kate M. Johnston	Hamlet, R.F.D.	
Peachland	Paul E. Cathey	Marston	
Capitol Highway	M. T. Green	Hamlet	
ROBESON:	J. R. Poole	Lumberton	
Special Charter:			
Lumberton	W. S. Whitaker	Lumberton	I, A.
Maxton	C. L. Green	Maxton	I, B. 1923
Rural:			
Barnesville	S. A. McDuffie	Barnesville	
B. T. H. S.	D. B. Oliver	Lumberton, R-1	II, B. 1925
Fairmont	T. S. Teague	Fairmont	I, A. 1923
Floral College	E. W. Fort	Maxton, R.F.D.	
Indian Normal	S. B. Smithey	Pembroke	II, A. 1924

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
ROBESON:				
(*Continued*)				
Liberty	H. F. Lambert	Maxton, R-3		
Lumber Bridge	A. B. Collins	Lumber Bridge		
Orrum	R. L. Pittman	Orrum	II, B.	1923
Parkton	W. E. Whisnant	Parkton	I, B.	1923
Philadelphus	W. L. McNeill	Red Springs	II, A.	1922
Red Springs	J. L. Duncan	Red Springs	II, B.	1923
Rowland	J. F. Sinclair	Rowland	I, B.	
St. Pauls	E. R. Franklin	St. Pauls	I, B.	
ROCKINGHAM:	J. H. Allen	Reidsville		
Special Charter:				
Madison	J. C. Lassiter	Madison	II, A.	1922
Reidsville	E. V. Stowitts	Reidsville	I, A.	
Rural:				
Bethany	W. D. Lambeth	Summerfield	II, A.	1925
Leaksville	C. H. Weatherly	Leaksville	II, A.	
Ruffin	M. B. Andrews	Ruffin	II, A.	1925
Stoneville	Owen Odum	Stoneville	II, A.	1923
Wentworth	H. K. Dorsett	Wentworth	II, B.	1925
Mayodan	E. F. Duncan	Mayodan		
ROWAN:	George Howard	Salisbury		
Special Charter:				
East Spencer	R. Lee Trexler	East Spencer	II, B.	1926
Salisbury	F. B. John	Salisbury	I, AA.	
Spencer	W. F. Shealy	Spencer	I, A.	
Rural:				
Dunbar	S. E. Duncan	East Spencer		
Granite Quarry	Egbert N. Peeler	Granite Quarry	II, B.	1926
Landis	B. D. Franklin	Landis	II, B.	1924
Mount Ulla	H. E. Hendrick	Mount Ulla		
Rockwell	E. C. Douglas	Rockwell	II, B.	1926
Rowan County Farm-life	E. D. Johnson	China Grove	II, A.	
Woodleaf	C. A. Furr	Woodleaf	II. A.	1926
RUTHERFORD:	C. A. Erwin	Rutherfordton		
Rural:				
Cool Springs (Forest City)	C. C. Erwin	Forest City	I, A.	
Rutherfordton-Spindale	L. E. Spikes	Rutherfordton	I, A.	1925
Cliffside	M. Campbell, Jr.,	Cliffside	I, B.	1923
Ellenboro	R. B. Tapp	Ellenboro	II, A.	1926
Henrietta-Caroleen	J. B. Jones	Caroleen	I, B.	1923
Hollis	J. J. Tarlton	Hollis		
Mt. Vernon	J. R. Adams	Rutherfordton	II, B.	1926
Private:				
Alexander, Inc.	M. L. Lennon	Union Mills	II, B.	1925

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
SAMPSON:	J. L. Hathcock	Clinton	
Special Charter:			
Clinton	P. S. White	Clinton	II, A.
Rural:			
Dismal	M. B. Poole	Autryville, R-1	
Franklin	Robt. R. Walker	Kerr	II, A. 1924
Garland	R. E. Williford	Garland	
Halls	R. A. Haddock	Clinton, R-3	
Herring	J. W. Beach	Clinton, R-5	
Ingold (Lisbon)	L. R. McCall	Ingold	II, B. 1925
Newton Grove	C. G. Berry	Newton Grove	
Piney Grove	F H Plumb	Faison	
Plain View	S. E. Matthews	Dunn. R-6	
Roseboro	D. V. Carter	Roseboro	II, A. 1922
Salemburg	R. R. Cusick	Salemburg	II, A. 1921
Shady Grove	J. E. Redfern	Dunn, R-6	II, A. 1924
Turkey	O. H. Boettcher	Turkey	
Private:			
Pineland School for Girls	Mr. & Mrs. W. J. Jones	Salemburg	I, A.
SCOTLAND:	L. M. Peele	Laurinburg	
Special Charter:			
Rockdale (Gibson)	C. Grigg	Gibson	I, B. 1923
Laurinburg	R. G. Kiser	Laurinburg	I, A.
Rural:			
Laural Hill	G. N. Dulin	Laurel Hill	
Spring Hill	J. J Pence	Wagram	
STANLY:	Charles A. Reap	Albemarle	
Special Charter:			
Albemarle	J. P. Sifford	Albemarle	I, A.
Rural:			
Aquadale	J. P. Lowder	Aquadale	
Badin	E. R. Spruill	Badin	I, B.
Clairmont	E E. Morgan	Palmerville	
Endy	Brooks Jerome	Albemarle, R-6	
East Albemarle	I. J Kellum	Albemarle, R.F.D.	
Millingport	J. O. Barnhardt	Albermarle, R-3	
New London	M. M. Palmer	New London	II, B. 1926
Norwood	C. J. Scott	Norwood	II, A. 1923
Oakboro	C. H. McRee	Oakboro	II, A. 1923
Richfield	Hugh Long	Richfield	
Stanfield	B. T. Hale	Stanfield	II, B. 1925
Yadkin Mineral Springs	E. F. Eddins	Palmerville	
Private:			
Albemarle Normal	Katie B. Pridgen	Albemarle	II, A.
Mitchell Home School	Annie B. Gowell	Misenheimer	II, B. 1922
STOKES:	J. C. Carson	Germanton	
Rural:			
Francisco	J. T. Smith	Francisco	

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
STOKES: *(Continued)*			
Germanton	C. M. Felts	Germanton	II, B. 1926
King	H. A. Carroll	King	II, A. 1922
Meadows	J. L. Jackson	Meadows	
Nancy Jane Cox Reynolds Memorial	W. C. Dutton	Westfield	
Pine Hall	W. C. Voorhees	Pine Hall	
Pinnacle	J. R. Rhue	Pinnacle	II, B. 1925
Walnut Cove	M. T. Chilton	Walnut Cove	II, A. 1922
SURRY:	E. S. Hendren	Mount Airy	
Special Charter:			
Elkin	J. H. Allred	Elkin	I, B. 1924
Mount Airy	Margaret Sparger	Mount Airy	I, A.
Pilot Mountain	M. C. Campbell	Pilot Mountain	II, A. 1925
Rural:			
Copeland	Arthur F. Graham	Rockford	II, B. 1926
Dobson	A. O. Joines	Dobson	II, A. 1923
Westfield	O. H. Hauser	Westfield	
White Plains	I. O. Hauser	White Plains	
Private:			
Mountain Park Institute	W. E. Wilson	Mountain Park	
SWAIN:	N. E. Wright	Bryson City	
Rural:			
Almond	G. T. Windell	Almond	II, A. 1922
Bryson City	E. Warrick	Bryson City	II, A.
Whittier	C. C. Hanson	Whittier	
TRANSYLVANIA:	T. C. Henderson	Brevard	
Rural:			
Brevard	W. W. Hanaman	Brevard	I, A. 1923
Rosman	V. E. Wessinger	Rosman	I, B. 1923
Private:			
Brevard Institute	O. H. Orr	Brevard	I, A.
TYRRELL:	W. D. Cox	Columbia	
Rural:			
Columbia	W. E. Drake	Columbia	II, A. 1925
UNION:	Ray Funderburk	Monroe	
Special Charter:			
Monroe	R. N. Ledford	Monroe	I, A.
Rural:			
Benton Heights	L. C. Broome	Monroe	
Indian Trail	W. Q. Grigg	Indian Trail	II, B. 1926
Marshville	C. F. Gaddy	Marshville	II, A 1923
Mineral Springs	S. M. Kale	Mineral Springs	
Prospect	P. O. Purser	Mineral Springs, R.F.D.	II, B. 1924
Union	J. B. Haney	Monroe, R-1	II, B. 1926

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
UNION *(Continued)*			
Unionville	H. S. Broome	Unionville	II, A. 1924
Waxhaw	E. H. Broome	Waxhaw	II, A. 1924
Wesley Chapel	R. L. Patrick	Monroe, R-5	II, B. 1924
Wingate	W. M. Jenkins	Wingate	
Private:			
Wingate Junior College	C. M. Beach	Wingate	I, B.
VANCE:	E. M. Rollins	Henderson	
Special Charter:			
Henderson	A. P. Sledd	Henderson	I, A.
Rural:			
Dabney	J. R. Nixon	Dabney	II, B. 1926
Townesville	R. F. Estes	Townesville	
Vance County Farm-life	Lee B. Durham	Middleburg	II, B.
Zeb Vance	F. H. Hunter	Kittrell	II, B. 1926
WAKE:	John C. Lockart	Raleigh	
Special Charter:			
Raleigh Senior	C. E. Wessinger	Raleigh	I, AA.
Junior	P. S. Daniel	Raleigh	I, AA.
Wake Forest	F. H. Malone	Wake Forest	I, B. 1924
Rural:			
Apex	Randolph Benton	Apex	II, A. 1922
Cary	M. B. Dry	Cary	II, A.
Fuquay Springs	W. E. Fleming	Fuquay Springs	II, A. 1922
Garner	L. W. Umstead	Garner	II, A. 1924
Green Level	G. M. Beavers	Apex, R-1	
Knightdale	R. B. Griffin	Knightdale	
Holly Springs	J. F. Woodward	Holly Springs	
Millbrook	C. M. Billings, Jr.	Millbrook	II, B. 1924
State School for Blind	H. C. Griffin	Raleigh	I, B. 1923
Wakelon	B. H. Johnson	Zebulon	II, A.
Wendell	W. E. Pell	Wendell	II, A. 1922
Private:			
Methodist Orphanage	M. I. Pickens	Raleigh	
Peace Institute	W. C. Pressly	Raleigh	II, A.
St. Mary's School	W. W. Way	Raleigh	I, A.
WARREN:	J. Edward Allen	Warrenton	
Rural:			
Afton-Elberon	L. D. Bell	Warrenton	
Drewry	Herbert Scholz	Manson, R.F.D.	
Littleton	C. U. Williams	Littleton	II, A.
Macon	M. J. Davis	Macon	II, B.
Norlina	D. M. Castelloe	Norlina	II, A. 1922
Vaughan	C. L. Pearce	Vaughan	
Warrenton	J. Y. Kerr	Warrenton	I, B.
Wise	W. J. Early	Wise	II, B. 1923

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date
WASHINGTON:	John W. Darden	Plymouth	
Special Charter:			
Plymouth	Jas. W. Norman	Plymouth	I, B. 1923
Rural:			
Creswell	H. W. Carter	Creswell	II, B. 1924
Cherry	R. F. Little	Creswell	
Mackeys	A. W. Davenport	Mackeys	II, B. 1926
Roper	E. N. Riddle	Roper	II, B. 1926
WATAUGA:	Smith Hagaman	Boone	
Rural:			
Appalachian State Normal	B. B. Dougherty	Boone	I, A.
Blowing Rock	A. E. Mercer	Blowing Rock	
Cove Creek	S. F. Horton	Vilas	II, A. 1925
Shulls Mills		Shulls Mills	
WAYNE:	J. T. Jerome	Goldsboro	
Special Charter:			
Fremont	J. E. Cheves	Fremont	I, B.
Goldsboro	W. A. Mahler	Goldsboro	I, A.
Mount Olive	L. J. Perry	Mount Olive	I, A.
Rural:			
Belfast	G. W. White	Goldsboro, R-6	
Brogden	Mary Pitts	Dudley	
Eureka	J. C. Manning	Eureka	
Grantham	W. J. Nichols	Goldsboro, R-4	II, B. 1926
Nahunta (Falling Creek)	E. D. Edgerton	Pikeville, R.F.D.	
Pikeville	H. J. Massey	Pikeville	II, A. 1922
Rosewood	W. G. Johnston	Goldsboro, R-1	II, B. 1924
Saulston	C. E. Topping	Saulston	
Seven Springs	B. K. Miller	Seven Springs	II, B. 1926
Smith Chapel	L. E. Warrick	Mount Olive, R.F.D.	
WILKES:	C. C. Wright	Hunting Creek	
Special Charter:			
North Wilkesboro	L. E. Calhoun	North Wilkesboro	I, B.
Rural:			
Roaring River	W. D. Martin	Roaring River	
Ronda	T. G. Perry	Ronda	II, A. 1923
Traphill	E. R. Settle	Traphill	
Wilkesboro	T. E. Story	Wilkesboro	II, A. 1923
Private:			
Mountain View	S. J. Honeycutt	Hays	I, B. 1921
WILSON:	Charles L. Coon	Wilson	
Special Charter:			
Lucama	A. B. Culbertson	Lucama	II, B. 1925
Wilson	Ray Armstrong	Wilson	I, A.

County, Name of High School	Superintendent, Principal, or Other Official Head	Post Office Address of School	Accredited Class—Date	
WILSON *(Continued)*				
Rural:				
Black Creek	F. E. Howard	Black Creek	II, B.	1924
Elm City	P. T. Fugate	Elm City	I, B.	1924
Gardner's	R. D. Gray	Wilson, R.F.D.		
New Hope	Eliza Parker	Wilson, R-1		
Rock Ridge	Geo. A. Short	Wilson, R-2	II, A.	1923
Stantonsburg	J. T. Graham	Statonsburg	II, B.	1922
YADKIN:	J. T. Reece	Yadkinville		
Special Charter:				
East Bend	H. B. Shore	East Bend	II, A.	1924
Rural:				
Boonville	C. W. Riden	Boonville	II, A.	1922
Courtney	R. T. Moore	Yadkinville, R.F.D.		
Jonesville	J. H. Allen	Jonesville		
Yadkinville	Z. H. Dixon	Yadkinville	II, A.	1924
YANCEY:	L. C. McCurry	Burnsville		
Rural:				
Bald Creek	C. R. Hubbard	Bald Creek	II, A.	1923
Clearmont	E. D. Wilson	Day Book	II, B.	1926
Dayton Bend	L. L. Alverson	Green Mountain		
Micaville	C. A. Howell	Micaville		
Pensacola	Jess D. Warrick	Pensacola	II, B.	1926
Burnsville	G. O. Mudge	Burnsville		
Private:				
Stanley McCormick School	Leroy F. Jackson	Burnsville	I, B.	1924

LIST OF ACCREDITED HIGH SCHOOLS FOR 1926-27 LISTED ALPHABETICALLY BY SCHOOLS

School	Post Office	County
Aberdeen	Aberdeen	Moore
Academy of St. Genevieve	Asheville	Buncombe
Acme Delco	Acme	Columbus
Ahoskie	Ahoskie	Hertford
Albemarle	Albemarle	Stanly
Albemarle Normal	Albemarle	Stanly
Alamance	Greensboro, R-6	Guilford
Alexander-Wilson	Graham, R-2	Alamance
Alliance	Alliance	Pamlico
Almond	Almond	Swain
Altamahaw-Ossipee	Elon College, R-1	Alamance
Altamont	Crossnore	Avery
Andrews	Andrews	Cherokee
Angier	Angier	Harnett
Ansonville	Ansonville	Anson
Appalachian State Normal	Boone	Watauga
Apex	Apex	Wake
Arapahoe	Arapahoe	Pamlico
Arcadia	Welcome	Davidson
Asheboro	Asheboro	Randolph
Asheville	Asheville	Buncombe
Asheville Normal School	Asheville	Buncombe
Asheville School	Asheville School	Buncombe
Atkinson	Atkinson	Pender
Atlantic	Atlantic	Carteret
Aulander	Aulander	Bertie
Aurelian Springs	Littleton	Halifax
Aurora	Aurora	Beaufort
Aycock (Cedar Grove)	Hillsboro, R-2	Orange
Ayden	Ayden	Pitt
Badin	Badin	Stanly
Bailey	Bailey	Nash
Bain	Matthews, R-19	Mecklenberg
Bakersville	Bakersville	Mitchell
Bald Creek	Bald Creek	Yancey
Balls Creek	Catawba	Catawba
Baptist Orphanage	Thomasville	Davidson
Barnardsville	Barnardsville	Buncombe
Bath	Bath	Beaufort
Beaufort	Beaufort	Carteret
Belhaven	Belhaven	Beaufort
Belmont	Belmont	Gaston
Belmont Abbey	Belmont	Gaston
Benson	Benson	Johnston
Bessemer	Bessemer	Guilford
Bessemer City	Bessemer City	Gaston
Bethany	Summerfield	Rockingham
Bethel	Bethel	Pitt
Bethel	Woodrow	Haywood
Bethel Hill	Woodsdale, R-2	Person
Bethesda	Durham, R-6	Durham
Beulaville	Beulaville	Duplin
Biltmore	Biltmore	Buncombe
Bingham Military School	Asheville	Buncombe
Biscoe	Biscoe	Montgomery
Black Creek	Black Creek	Wilson

School	Post Office	County
Black Mountain	Black Mountain	Buncombe
Bladenboro	Bladenboro	Bladen
Boiling Springs	Boiling Springs	Cleveland
Bonlee	Bonlee	Chatham
Boonville	Boonville	Yadkin
Brevard	Brevard	Transylvania
Brevard Institute	Brevard	Transylvania
Broadway	Broadway	Lee
Bryson City	Bryson City	Swain
B. T. H. S.	Lumberton, R-1	Robeson
Buie's Creek Academy	Buie's Creek	Harnett
Bunn	Rocky Mount, R.F.D.	Nash
Bunn	Bunn	Franklin
Burgaw	Burgaw	Pender
Burlington	Burlington	Alamance
Burnsville	Burnsville	Anson
Calypso	Calypso	Duplin
Cameron	Cameron	Moore
Candler	Candler	Buncombe
Candor	Candor	Montgomery
Canton	Canton	Haywood
Carolina College	Maxton	Robeson
Carthage	Carthage	Moore
Cary	Cary	Wake
Catawba	Catawba	Catawba
Catawba County Farm-life	Newton	Catawba
Cedar Rock	Louisburg, R-4	Franklin
Cerro Gordo	Cerro Gordo	Columbus
Chadbourn	Chadbourn	Columbus
Chapel Hill	Chapel Hill	Orange
Charlotte	Charlotte	Mecklenburg
Cherryville	Cherryville	Gaston
Chowan	Edenton, R.F.D.	Chowan
Churchland	Linwood, R-1	Davidson
Clarkton	Clarkton	Bladen
Claremont	Claremont	Catawba
Clayton	Clayton	Johnston
Clearmont	Day Book	Yancey
Clemmons	Clemmons	Forsyth
Cliffside	Cliffside	Rutherford
Clinton	Clinton	Sampson
Clyde	Clyde	Haywood
Coats	Coats	Harnett
Colerain	Colerain	Bertie
Columbia	Columbia	Tyrrell
Concord	Concord	Cabarrus
Concordia College	Conover	Catawba
Contentnea	Kinston, R-1	Lenoir
Conway	Conway	Northampton
Copeland	Copeland	Surry
Cool Springs	Cleveland	Iredell
Cornelius	Cornelius	Mecklenburg
Cove Creek	Vilas	Watauga
Cranberry	Cranberry	Avery
Craven County Farm-life	Vanceboro	Craven
Creedmoor	Creedmoor	Granville
Creswell	Creswell	Washington
Cullowhee	Cullowhee	Jackson
Dabney	Dabney	Vance

School	Post Office	County
Dallas	Dallas	Gaston
Davenport College	Lenoir	Caldwell
Davidson	Davidson	Mecklenburg
Deep Creek	Wadesboro, R.A.	Anson
Denton	Denton	Davidson
Derita	Derita	Mecklenburg
Dobson	Dobson	Surry
Dover	Dover	Craven
Dunn	Dunn	Harnett
Durham	Durham	Durham
East Bend	East Bend	Yadkin
East Durham	East Durham	Durham
East Flat Rock	East Flat Rock	Henderson
Eastover	Fayetteville, R.F.D.	Cumberland
East Spencer	East Spencer	Rowan
Edenton	Edenton	Chowan
Elizabeth City	Elizabeth City	Pasquotank
Elizabethtown	Elizabethtown	Bladen
Eli Whitney	Saxapahaw	Alamance
Elkin	Elkin	Surry
Ellenboro	Ellenboro	Rutherford
Ellerbe	Ellerbe	Richmond
Elm City	Elm City	Wilson
Elon College	Elon College	Alamance
Enfield	Enfield	Halifax
Erwin	Erwin	Harnett
Evergreen	Evergreen	Columbus
Fairmont	Fairmont	Robeson
Faison	Faison	Duplin
Fallston	Fallston	Cleveland
Farmington	Farmington	Davie
Farmville	Farmville	Pitt
Fairview	Fairview	Buncombe
Farmer	Farmer	Randolph
Fassifern	Hendersonville	Henderson
Fayetteville	Fayetteville	Cumberland
Forest City (Cool Springs)	Forest City	Rutherford
Fountain	Fountain	Pitt
Four Oaks	Four Oaks	Johnston
Franklin	Franklin	Macon
Franklin	Kerr	Sampson
Franklinville	Franklinville	Randolph
Franklinton	Franklinton	Franklin
Fremont	Fremont	Wayne
Fruitland Institute	Hendersonville	Henderson
Fuquay Springs	Fuquay Springs	Wake
Garner	Garner	Wake
Gatesville	Gatesville	Gates
Gastonia	Gastonia	Gaston
Germanton	Germanton	Stokes
Gibson (Rockdale)	Gibson	Scotland
Gibsonville	Gibsonville	Guilford
Glade Valley	Glade Valley	Alleghany
Glen Alpine	Glen Alpine	Burke
Glendale	Kenly, R.F.D.	Johnston
Glenwood	Nealsville	McDowell
Goldsboro	Goldsboro	Wayne
Goldston	Goldston	Chatham
Grace	Asheville, R-1	Buncombe

School	Post Office	County
Graham	Graham	Alamance
Granite Falls	Granite Falls	Caldwell
Granite Quarry	Granite Quarry	Rowan
Grantham	Grantham	Wayne
Greenville	Greenville	Pitt
Greensboro	Greensboro	Guilford
Greens Creek	Campobello, S. C., R-4	Polk
Grifton	Grifton	Pitt
Guilford College	Guilford College	Guilford
Hallsboro	Hallsboro	Columbus
Hamlet	Hamlet	Richmond
Harmony (Iredell County Farm-life)	Harmony	Iredell
Harrellsville	Harrellsville	Hertford
Haw Creek	Asheville, R-2	Buncombe
Haw River	Haw River	Alamance
Hayesville	Hayesville	Clay
Haywood Institute	Clyde	Haywood
Helena	Timberlake	Person
Henderson	Henderson	Vance
Hendersonville	Hendersonville	Henderson
Henrietta-Caroleen	Caroleen	Rutherford
Hickory	Hickory	Catawba
Hiddenite	Hiddenite	Alexander
Highland	Hickory	Catawba
High Point	High Point	Guilford
Hildebran	Hildebran	Burke
Hillsboro	Hillsboro	Orange
Hobbsville	Hobbsville	Gates
Hobucken	Hobucken	Pamlico
Hope Mills	Hope Mills	Cumberland
Huntersville	Huntersville	Mechlenburg
Indian Normal	Pembroke	Robeson
Indian Trail	Indian Trail	Union
Ingold	Ingold	Sampson
Iotla	Franklin, R-3	Macon
Jackson Springs	Jackson Springs	Moore
Jacksonville	Jacksonville	Onslow
Jamestown	Jamestown	Guilford
Jamesville	Jamesville	Martin
Jasper	New Bern, R-2	Craven
Jefferson	Jefferson	Ashe
Jerusalem	Cooleemee	Davie
Jonesboro	Jonesboro	Lee
Kannapolis	Kannapolis	Cabarrus
Kelly	Kelly	Bladen
Kenansville	Kenansville	Duplin
Kenly	Kenly	Johnston
Kernersville	Kernersville	Forsyth
King	King	Stokes
Kings Mountain	Kings Mountain	Cleveland
Kinston	Kinston	Lenoir
LaFayette	Chalybeate Springs	Harnett
LaGrange	LaGrange	Lenoir
Lake Landing	Lake Landing	Hyde
Landis	Landis	Rowan
Lattimore	Lattimore	Cleveland
Laurinburg	Laurinburg	Scotland
Leaksville	Leaksville	Rockingham

School	Post Office	County
Leicester	Leicester	Buncombe
Lenoir	Lenoir	Caldwell
Lewisville	Lewisville	Forsyth
Lexington	Lexington	Davidson
Liberty	Liberty	Randolph
Liberty-Piedmont	Wallburg	Davidson
Lilesville	Lilesville	Anson
Lillington	Lillington	Harnett
Lincolnton	Lincolnton	Lincoln
Littleton	Littleton	Warren
Long Creek	Huntersville, R-20	Mecklenburg
Long Creek-Grady	Rocky Point	Pender
Louisburg	Louisburg	Franklin
Louisburg College Academy	Louisburg	Franklin
Lowell	Lowell	Gaston
Lowe's Grove	Durham, R-3	Durham
Lucama	Lucama	Wilson
Lumberton	Lumberton	Robeson
Mackeys	Mackeys	Washington
Macon	Macon	Franklin
Madison	Madison	Rockingham
Magnolia	Magnolia	Duplin
Maiden	Maiden	Catawba
Mangum (Bahama)	Bahama	Durham
Manteo	Manteo	Dare
Marshall	Marshall	Madison
Mars Hill High School	Colerain, R-1	Bertie
Mars Hill	Mars Hill	Madison
Mars Hill College	Mars Hill	Madison
Marshville	Marshville	Union
Marion	Marion	McDowell
Matthews	Matthews	Mecklenburg
Maxton	Maxton	Robeson
Maysville	Maysville	Jones
McLeansville	McLeansville	Guilford
Mebane	Mebane	Alamance
Micro	Micro	Johnston
Middlesex	Middlesex	Nash
Millbrook	Millbrook	Wake
Mills River	Horse Shoe	Henderson
Mineral Springs	Winston-Salem, R-3	Forsyth
Mitchell Academy	Statesville	Iredell
Mitchell Home School	Misenheimer	Stanly
Mocksville	Mocksville	Davie
Moncure	Moncure	Chatham
Monroe	Monroe	Union
Monticello	Brown Summit	Guilford
Montreat Normal		Buncombe
Mont Amoena Seminary	Mt. Pleasant	Cabarrus
Mooresville	Mooresville	Iredell
Morehead City	Morehead City	Carteret
Morganton	Morganton	Burke
Morven	Morven	Anson
Mountain Park Institute	Mountain Park	Surry
Mountain View	Hays	Wilkes
Mountain View	Hickory, R.F.D.	Catawba
Mount Airy	Mount Airy	Surry
Mount Gilead	Mount Gilead	Montgomery
Mount Holly	Mount Holly	Gaston

School	Post Office	County
Mount Olive	Mount Olive	Wayne
Mount Pleasant Institute	Mount Pleasant	Cabarrus
Mount Vernon	Mount Vernon	Rutherford
Moyock	Moyock	Currituck
Murfreesboro	Murfreesboro	Hertford
Murphy	Murphy	Cherokee
Nashville	Nashville	Nash
Nebo	Nebo	McDowell
Newell	Newell	Mecklenburg
New Bern	New Bern	Craven
Newland	Newland	Avery
New London	New London	Stanly
Newport	Newport	Carteret
Newton	Newton	Catawba
Norlina	Norlina	Warren
North Brook	Cherryville, R-3	Lincoln
North Wilkesboro	North Wilkesboro	Wilkes
Norwood	Norwood	Stanly
Oakboro	Oakboro	Stanly
Oak City	Oak City	Martin
Oak Hill	Lenoir, R-2	Caldwell
Oak Hill	Virgilina, Va.	Granville
Oakhurst	Charlotte, R-1	Mecklenburg
Oak Ridge Institute	Oak Ridge	Guilford
Old Fort	Old Fort	McDowell
Old Richmond	Tobaccoville	Forsyth
Old Town	Winston-Salem, R.F.D.	Forsyth
Oriental	Oriental	Pamlico
Orrum	Orrum	Robeson
Oxford	Oxford	Granville
Oxford Orphanage	Oxford	Granville
Pantego	Pantego	Beaufort
Parkton	Parkton	Robeson
Paw Creek	Paw Creek	Mecklenburg
Peace Institute	Raleigh	Wake
Peachland	Peachland	Anson
Pensacola	Pensacola	Yancey
Perquimans County High School	Hertford	Perquimans
Philadelphus	Red Springs, R-1	Robeson
Piedmont	Lawndale	Cleveland
Pikeville	Pikeville	Wayne
Pilot Mountain	Pilot Mountain	Surry
Pinehurst	Pinehurst	Moore
Pineland School for Girls	Salemburg	Sampson
Pineville	Pineville	Mecklenburg
Pink Hill	Pink Hill	Lenoir
Piney Creek	Piney Creek	Alleghany
Pinnacle	Pinnacle	Stokes
Pittsboro	Pittsboro	Chatham
Pleasant Garden	Pleasant Garden	Guilford
Plymouth	Plymouth	Washington
Polkton	Polkton	Anson
Pollocksville	Pollocksville	Jones
Pomona	Pomona	Guilford
Poplar Branch	Poplar Branch	Currituck
Princeton	Princeton	Johnston
Prospect	Mineral Springs, R.F.D.	Union
Qualla	Whittier	Jackson
Raeford	Raeford	Hoke

School	Post Office	County
Raleigh	Raleigh	Wake
Ramseur	Ramseur	Randolph
Randleman	Randleman	Randolph
Red Oak Farm-life	Red Oak	Nash
Red Springs	Red Springs	Robeson
Reeds	Lexington, R-3	Davidson
Reidsville	Reidsville	Rockingham
Richlands	Richlands	Onslow
Rich Square	Rich Square	Northampton
Roanoke Rapids	Roanoke Rapids	Halifax
Robbinsville	Robbinsville	Graham
Robersonville	Robersonville	Martin
Rock Ridge	Wilson, R-2	Wilson
Rock Springs	Denver	Lincoln
Rockingham	Rockingham	Richmond
Rockwell	Rockwell	Rowan
Rocky Mount	Rocky Mount	Edgecombe
Ronda	Ronda	Wilkes
Roper	Roper	Washington
Rosman	Rosman	Transylvania
Roseboro	Roseboro	Sampson
Rose Hill	Rose Hill	Duplin
Rosewood	Goldsboro, R-1	Wayne
Round Hill Academy	Union Mills	Rutherford
Rowland	Rowland	Robeson
Rowan County Farm-life	China Grove	Rowan
Roxboro	Roxboro	Person
Ruffin	Ruffin	Rockingham
Rural Hall	Rural Hall	Forsyth
Rutherford College	Rutherford College	Burke
Rutherfordton-Spindale	Rutherfordton	Rutherford
Salisbury	Salisbury	Rowan
Salem Academy	Winston-Salem	Forsyth
Salemburg	Salemburg	Sampson
Sand Hill	Candler	Buncombe
Sandhill Farm-life School	Vass, R-1	Moore
Sanford	Sanford	Lee
Scotland Neck	Scotland Neck	Halifax
Scotts	Scotts	Iredell
Seaboard	Seaboard	Northampton
Selma	Selma	Johnston
Seven Springs	Seven Springs	Wayne
Seventy-first	Fayetteville, R-3	Cumberland
Shady Grove	Dunn, R-6	Sampson
Shady Grove	Advance	Davie
Sharon	Eufola	Iredell
Shelby	Shelby	Cleveland
Sherrills Ford	Sherrills Ford	Catawba
Siler City	Siler City	Chatham
Smithfield	Smithfield	Johnston
Smyrna	Smyrna	Carteret
Snow Hill	Snow Hill	Greene
Snyder Outdoor School	Asheville, R-1	Buncombe
South Buffalo	Greensboro, R-6	Guilford
Southern Pines	Southern Pines	Moore
South Mills	South Mills	Camden
South River	Wade	Cumberland
Southport	Southport	Brunswick
Sparta	Sparta	Alleghany

School	Post Office	County
Spencer	Spencer	Rowan
Spring Hope	Spring Hope	Nash
Spruce Pine (Harris)	Spruce Pine	Mitchell
Stanfield	Stanfield	Stanly
Stanley	Stanley	Gaston
Stanley-McCormick School	Burnsville	Yancey
Stantonsburg	Stantonsburg	Wilson
Star	Star	Montgomery
St. Mary's School	Raleigh	Wake
St. Pauls	St. Pauls	Robeson
State School for Blind	Raleigh	Wake
Statesville	Statesville	Iredell
Stearns	Columbus	Polk
Stedman	Stedman	Cumberland
Steel Creek	Pineville, R-15	Mecklenburg
Stem	Stem	Granville
Stoneville	Stoneville	Rockingham
Stonewall	Stonewall	Pamlico
Stony Point	Stony Point	Alexander
Stovall	Stovall	Granville
Sunbury	Sunbury	Gates
Sunnyside	Fayetteville, R.F.D.	Cumberland
Swannanoa	Swannanoa	Buncombe
Swan Quarter	Swan Quarter	Hyde
Sylva Collegiate Institute	Sylva	Jackson
Sylva	Sylva	Jackson
Sylvan	Snow Camp	Alamance
Tabor	Tabor	Columbus
Tarboro	Tarboro	Edgecombe
Taylorsville	Taylorsville	Alexander
Teacheys	Teacheys	Duplin
Thomasville	Thomasville	Davidson
Townesville	Townesville	Vance
Trenton	Trenton	Jones
Trinity	Trinity	Randolph
Troutman	Troutman	Iredell
Troy	Troy	Montgomery
Tryon	Bessemer City	Gaston
Tryon	Tryon	Polk
Union	Union	Union
Union Grove	Jennings	Iredell
Unionville	Unionville	Union
Valdese	Valdese	Burke
Vance County Farm-life	Middleburg	Vance
Vass-Lakeview	Vass	Moore
Vienna	Pfafftown	Forsyth
Virginia-Carolina	Grassy Creek	Ashe
Waco	Waco	Cleveland
Wadesboro	Wadesboro	Anson
Wake Forest	Wake Forest	Wake
Wakelon	Zebulon	Wake
Wallace	Wallace	Duplin
Walstonburg	Walstonburg	Greene
Walnut	Walnut	Madison
Walnut Cove	Walnut Cove	Stokes
Warrenton	Warrenton	Warren
Warsaw	Warsaw	Duplin

School	Post Office	County
Washington	Washington	Beaufort
Washington Collegiate Institute	Washington	Beaufort
Waxhaw	Waxhaw	Union
Waynesville	Waynesville	Haywood
Weaver College	Weaverville	Buncombe
Webster	Webster	Jackson
Weeksville	Weeksville	Pasquotank
Welcome	Welcome	Davidson
Weldon	Weldon	Halifax
Wendell	Wendell	Wake
Wesley Chapel	Monroe, R-5	Union
Wentworth	Wentworth	Rockingham
West Buncombe	Asheville, R-4	Buncombe
West Durham	West Durham	Durham
West Edgecombe	Rocky Mount, R.F.D.	Edgecombe
West Hickory	West Hickory	Catawba
West Jefferson	West Jefferson	Ashe
Whitakers	Whitakers	Nash
White Oak Academy	White Oak	Bladen
Whiteville	Whiteville	Columbus
Wilkesboro	Wilkesboro	Wilkes
Williamston	Williamston	Martin
Wilmington	Wilmington	New Hanover
Wilson's Mills	Wilson's Mills	Johnston
Windsor	Windsor	Bertie
Wingate Junior College	Wingate	Union
Winston-Salem	Winston-Salem	Forsyth
Wilson	Wilson	Wilson
Wilton	Franklinton, R-1	Granville
Winterville	Winterville	Pitt
Wise	Wise	Warren
Woodfin	Asheville, R-5	Buncombe
Woodland-Olney	Woodland	Northampton
Woodleaf	Woodleaf	Rowan
Yadkinville	Yadkinville	Yadkin
Yancey Collegiate Institute	Burnsville	Yancey
Yanceyville	Yanceyville	Caswell
Youngsville	Youngsville	Franklin
Zeb Vance	Kittrell	Vance

COLORED HIGH SCHOOLS

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ALAMANCE:			
Special Charter:			
County Training School	F. J. Gunn	Burlington	
ANSON:			
Special Charter:			
Colored High School	J. R. Faison	Wadesboro	
BEAUFORT:			
Special Charter:			
Colored High School	J. W. Maske	Washington	II, B. 1926
Pantego High School	W. A. Keys	Pantego	
BERTIE:			
Rural:			
County Training School	C. G. White	Powellsville	
Private:			
Bertie Academy	W. S. Etheridge	Windsor	
BLADEN:			
Rural:			
County Training School	J. W. Bowser	Clarkton	
BRUNSWICK:			
Rural:			
County Training School	James W. Barbour, Jr.	Southport	
BUNCOMBE:			
Special Charter:			
Stephens-Lee High School	W. S. Lee	Asheville	I, A.
Private:			
Allen Home School	Miss Veda Stryker	Asheville	II, A. 1924
BURKE:			
Special Charter:			
Olive Hill High School	P. E. Corpening	Morganton	
CABARRUS:			
Special Charter:			
Logan High School	F. T. Logan	Concord	
Private:			
Scotia Womens College	T. R. Lewis	Concord	I, A.
CARTERET:			
Special Charter:			
Colored High School	W. S. King	Morehead City	
Colored High School	L. R. Best	Beaufort	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
CATAWBA:			
Special Charter:			
Ridgeview High School	P. A. Vaughn	Hickory	
CLEVELAND:			
Rural:			
County Training School	T. K. Borders	Shelby	
COLUMBUS:			
Rural:			
County Training School	C. O. Howell	Whiteville	
Johnson High School	J. P. Murphree	Chadbourn	
CRAVEN:			
Rural:			
County Training School	N. A. Cheek	James City	
Special Charter:			
West Street High School	J. T. Barber	New Bern	II, B. 1925
Private:			
E. N. C. I. Academy	Wm. Sutton	New Bern	II, B. 1925
CUMBERLAND:			
Public:			
State Normal School (H. S. Dept.)	E. E. Smith	Fayetteville	I, AA. 1919
DAVIDSON:			
Special Charter:			
Colored High School	J. E. Reid	Thomasville	
Colored High School	B. A. Bianchi	Lexington	
DUPLIN:			
Special Charter:			
Colored High School	M. S. Branch	Warsaw	
Colored High School	E. A. Hemby	Faison	
DURHAM:			
Public:			
N. C. College for Negroes (H. S. Dept.)	J. E. Shepard	Durham	I, A. 1919
Special Charter:			
Hillside Park High School	W. G. Pearson	Durham	I, A. 1923
EDGECOMBE:			
Special Charter:			
Tarboro High School	W. A. Pattillo	Tarboro	II, A. 1924
Private:			
J. K. Brick Junior College (H. S. Dept.)	William Holloway	Bricks	II, A. 1922

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
FORSYTH:			
Special Charter:			
Columbian Heights High School	H. L. Trigg	Winston-Salem	I, A. 1919
FRANKLIN:			
Private:			
Albion Academy	J. A. Savage	Franklinton	I, B. 1922
Christian College	W. R. Collins	Franklinton	II, A. 1925
GASTON:			
Special Charter:			
Highland High School	J. A. Rollins	Gastonia	
Private:			
Lincoln Academy	Rev. W. E. Ricks	Kings Mt.	II, A. 1922
GATES:			
Rural:			
County Training School	T. S. Cooper	Sunbury	
GRANVILLE:			
Private:			
Mary Potter School	G. C. Shaw	Oxford	I, A. 1922
GREENE:			
Rural:			
County Training School	J. A. Prince	Snow Hill	
GUILFORD:			
Special Charter:			
E. Washington St. High School	J. A. Tarpley	Greensboro	
Normal High School	E. E. Curtright	High Point	II, B. 1922
Rural:			
Jonesboro High School	N. E. McLain	Greensboro, R.F.D.	
Public:			
A. & T. College (H. S. Dept.)	F. D. Bluford	Greensboro	I, A. 1919
Private:			
Bennett College (H. S. Dept.)	D. D. Jones	Greensboro	I, A. 1919
Immanuel Lutheran Academy and Seminary	Rev. H. Nau	Greensboro	II, A. 1923
Palmer Memorial Institute	Mrs. C. Hawkins Brown	Sedalia	II, A. 1923
HALIFAX:			
Special Charter:			
Colored High School	W. J. Bobo	Roanoke Rapids	
County Training School	F. B. Syphax	Weldon	
Rural:			
Eastman School	Miss Ruth Swann	Enfield	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
HARNETT:			
Special Charter:			
County Training School	W. D. Gay	Dunn	II, B. 1926
HERTFORD:			
Rural:			
Waters Training School	C. S. Brown	Winton	II, B. 1924
HYDE:			
Rural:			
County Training School	W. E. Knight	Scranton	
IREDELL:			
Special Charter:			
Colored High School (Morning Side)	C. W. Foushee	Statesville	
Colored High School	J. L. Hollowell	Mooresville	
JACKSON:			
Rural:			
Colored High School	J. H. Davis	Sylva	
JOHNSTON:			
Special Charter:			
County Training School	A. J. Taylor	Smithfield	II, A. 1925
Colored High School	J. R. Dupree	Selma	
LEE:			
Rural:			
Colored High School	W. B. Wicker	Sanford	
LENOIR:			
Special Charter:			
Tower Hill High School	J. H. Sampson	Kinston	II, B. 1925
Private:			
Kinston College	L. E. Rasbury	Kinston	II, B. 1924
LINCOLN:			
Special Charter:			
Colored High School	V. M. Sumner	Lincolnton	
MARTIN:			
Rural:			
Colored High School	E. J. Hayes	Williamston	
County Training School	W. C. Chance	Parmele	
Colored High School	E. G. Armistead	Robersonville	
Private:			
Higgs-Roanoke Institute	R. P. Gordon	Parmele	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
MECKLENBURG:			
Special Charter:			
Second Ward High School	W. H. Stinson	Charlotte	I, AA. 1924
Private:			
J. C. Smith University (H. S. Dept.)	H. L. McCrorey	Charlotte	I, A. 1919
MONTGOMERY:			
Private:			
Peabody Academy	J. K. Hilyard	Troy	II, A. 1923
MOORE:			
Special Charter:			
County Training School	A. C. Pinckney	Carthage	
NASH:			
Special Charter:			
Linwood High School	O. R. Pope	Rocky Mount	I, A. 1926
Colored High School	C. G. Segar	Spring Hope	
Rural:			
County Training School	D. A. Thomas	Nashville	
NEW HANOVER:			
Special Charter:			
Williston Industrial	D. C. Virgo	Wilmington	I, AA. 1923
NORTHAMPTON:			
Rural:			
County Training School	W. L. Greene	Garysburg	
Private:			
Rich Square Institute	W. S. Creecy	Rich Square	I, A. 1924
ORANGE:			
Special Charter:			
County Training School	B. L. Bozeman	Chapel Hill	
PAMLICO:			
Rural:			
County Training School	J. A. Dorman	Bayboro	
PASQUOTANK:			
Public:			
State Normal School (H. S. Dept.)	P. W. Moore	Elizabeth City	I, AA. 1919
Special Charter:			
Colored High School	L. S. Burford	Elizabeth City	
Private:			
Roanoke Institute	C. F. Graves	Elizabeth City	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
PENDER:			
Rural:			
County Training School	T. T. Ringer	Rocky Point	
Private:			
Burgaw Normal and Industrial School	C. F. Pope	Burgaw	II, A. 1924
PERQUIMANS:			
Special Charter:			
Colored High School	E. A. Anderson	Hertford	
Rural:			
County Training School	I. S. Leece	Winfall	
PERSON:			
Special Charter:			
Cedar Grove Academy	T. H. Lee	Roxboro, R.F.D.	
Rural:			
County Training School	C. J. Ford	Roxboro, R.F.D.	
PITT:			
Rural:			
Colored High School	H. B. Sugg	Farmville	
Special Charter:			
Colored High School	C. M. Epps	Greenville	
Rural:			
County Training School	W. J. McLean	Grimesland	
POLK:			
Rural:			
Colored High School	G. F. Donald	Tryon	
RANDOLPH:			
Special Charter:			
Colored High School	E. E. Grant	Asheboro	
RICHMOND:			
Special Charter:			
Colored High School	W. H. A. Howard	Rockingham	
Pine Street School	J. T. Taylor	Hamlet	
Capital Highway High School	M. T. Green	Hamlet	
ROBESON:			
Special Charter:			
County Training School	S. P. Bradby	Maxton	
Private:			
Redstone Academy	Rev. J. H. Hayswood	Lumberton	II, B. 1926
Thompson Institute	W. H. Knuckles	Lumberton	II, B. 1925
ROCKINGHAM:			
Special Charter:			
Washington High School	J. A. McRae	Reidsville	I, B. 1923

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
ROCKINGHAM: *(Continued)*			
Rural:			
Colored High School	H. H. Falkener	Leaksville	
ROWAN:			
Special Charter:			
J. C. Price High School	L. H. Hall	Salisbury	I, A. 1924
Dunbar High School	S. E. Duncan	East Spencer	
Private:			
Livingstone College (H. S. Dept.)	J. H. Johnson	Salisbury	I, A. 1919
RUTHERFORD:			
Private:			
Western Union Academy	Allen L. White	Spindale	
SAMPSON:			
Special Charter:			
County Training School	M. D. Coley	Clinton	II, A. 1926
SCOTLAND:			
Rural:			
County Training School	J. A. Kirk	Hasty	
Private:			
Laurinburg Normal and Industrial Institution	E. M. McDuffie	Laurinburg	II, A. 1924
STANLY:			
Rural:			
Colored High School	J. D. Bean	Badin	
County Training School	E. H. Miller	Albemarle	
TYRRELL:			
Rural:			
Colored High School	E. W. Spence	Columbia	
UNION:			
Special Charter:			
Winchester Avenue High School	J. N. Brown	Monroe	
VANCE:			
Private:			
Henderson Institute	J. A. Cotton	Henderson	I, A. 1922
Kittrell College	G. A. Edwards	Kittrell	I, A. 1922
WAKE:			
Special Charter:			
Washington High School	L. S. Cozart	Raleigh	

County, Name of High School	Superintendent, Principal or Other Official Head	Post Office	Accredited Class—Date
WAKE: (*Continued*)			
Rural:			
County Training School (Berry O'Kelly School)	E. A. Cox	Method	II, A. 1923
Private:			
St. Augustine Junior College	Reginald Lynch	Raleigh	I, A. 1919
Shaw University (H. S. Dept.)	W. S. Turner	Raleigh	II, A. 1919
WARREN:			
Rural:			
County Training School	G. E. Cheek	Wise	II, B. 1925
Colored High School	J. A. Lester	Warrenton	
WASHINGTON:			
Rural:			
Colored High School	J. J. Clemmons	Roper	
Colored High School	W. W. Walker	Plymouth	
WAYNE:			
Special Charter:			
Dillard High School	Hugh V. Brown	Goldsboro	I, A. 1926
Colored High School	J. E. Cromartie	Mt. Olive	
WILKES:			
Rural:			
County Training School	G. L. Eggleston	Wilkesboro, R.F.D.	
WILSON:			
Special Charter:			
Colored High School	I. W. St. Claire	Wilson	II, A. 1925

COLORED HIGH SCHOOLS ADDED TO ACCREDITED LIST ON JUNE 1, 1926

County and School	Superintendent or Principal	Post Office
BEAUFORT:		
Colored High School	J. W. Maske	Washington
HARNETT:		
County Training School	W. D. Gay	Dunn
NASH:		
Linwood High School	O. R. Pope	Rocky Mount
ROBESON:		
Redstone Academy	Rev. J. H. Hayswood	Lumberton
SAMPSON:		
County Training School	M. D .Coley	Clinton

NUMBER AND CLASSIFICATION OF HIGH SCHOOLS, 1925-26

WHITE

Classification	Public High Schools				Private High Schools	Grand Total
	State Normal	Special Charter	Rural	Total		
I, AA	----------	20	----------	20	----------	20
I, A	1	43	9	53	3	56
I, B	1	20	29	50	15	65
II, A	----------	15	157	172	7	179
II, B	----------	9	149	158	16	174
Total Accredited	2	107	344	453	41	494
Non-Standard	----------	----------	182	182	10	192
Grand Total	2	107	546	635	51	686

COLORED

I, AA	3	2	----------	5	----------	5
I, A	1	6	----------	7	6	13
I, B	----------	1	----------	1	3	4
II, A	----------	5	2	7	6	13
II, B	----------	4	2	6	8	14
Total Accredited	4	18	4	26	23	49
Non-Standard	----------	15	21	36	9	45
Grand Total	4	33	25	62	32	94

TOTAL WHITE AND COLORED

Total Accredited Schools	6	125	348	479	64	543
Total Non-Standard Schools	----------	15	203	218	19	237
Grand Total	6	140	551	697	83	780

EDUCATIONAL PUBLICATION No. 113 DIVISION OF PUBLICATIONS No. 32

SCHOOL LEGISLATION

ENACTED BY THE

GENERAL ASSEMBLY OF NORTH CAROLINA

REGULAR SESSION 1927
REGULAR SESSION 1925
and
EXTRA SESSION 1924

MAY 20 1775

PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTORY NOTE

The General Assembly of 1923 revised and codified the public school laws relating to the county and other local school officials. This codification, chapter 136, Public Laws 1923, together with those laws defining the powers and duties of the State Board of Education and the State Superintendent of Public Instruction that were not changed and other public school laws enacted by the General Assembly of 1923, were printed in bulletin form and made available for distribution.

Since these laws were printed, certain new laws have been enacted and many sections of the Code of 1923 and the Consolidated Statutes have been amended by the General Assemblies of Extra Session 1924, Sessions 1925 and 1927. These sections of the code that have been amended, together with the new laws in effect now, are printed herewith in pamphlet form. This pamphlet, therefore, and the publication referred to above, contain the complete school law now in effect in the State.

A. T. Allen

State Superintendent of Public Instruction.

March 18, 1927.

CONTENTS

I. Since the school code of 1923 was enacted the following special acts relating to education have been enacted:

PAGE
An act to provide for the distribution of the Equalizing Fund for certain counties (1927, c. —) 7
An act to appoint the boards of education in the respective counties in North Carolina (1927, c. —) 10
An act to provide a Special Building Fund to be loaned to county boards of education to aid in erecting schoolhouses (1927, c. —) 15
An act to ratify and validate enlargements of special charter school districts and the voting of bonds therein under certain circumstances (1927, c. —) 20
An act to provide for the creation of school districts (1927, c. —) 21
An act establishing "The Old North State" as the State's official song for North Carolina (1927, c. —) 23
An act to provide for giving publicity to highway traffic laws through the public schools (1927, c. —) 24
An act to provide for fire drills in the public schools in North Carolina (1925, c. 130) 25
An act to protect school children riding in public school busses upon the public roads and highways of the State (1925, c. 265) 26
An act to regulate the speed of busses carrying school children (1925, c. 297) 26
An act to provide for the recording in the office of the State Auditor statements concerning bonds and notes of counties, townships, school districts, municipal corporations, and taxing districts, and making effectual the means of payment provided for said counties and to provide for supervision of such means by the State Auditor, and making noncompliance with certain parts of this act a misdemeanor and violation of certain parts thereof a felony and providing penalties and repealing chapter 100, Public Laws of 1925 (1927, c. —) 26
An act to provide for requisition in the name of the owner of bonds of counties, cities, towns, school districts, and school taxing districts (1925, c. —) 30
An act to authorize disbursing officers of counties, cities, towns, townships, school districts, and school taxing districts to pay and to contract to pay fiscal agency fees for the payment of bonds and coupons (1925, c. 195) 31
An act to provide for the administration of the fiscal affairs of counties 31
An act to provide for the issuance of bonds and notes of counties, and for property taxation for the payment thereof, with interest 39

II. The following sections of the school code of 1923 have been amended:

Section 8. A standard high school defined (C. S. III, 5392; 1927, c. —, s. 1) 54
Section 56. Authority of commissioners to borrow (C. S. III, 5464; 1927, c. —, s. 18) 54

PAGE

Section 58. How school funds shall be disbursed (C. S. III, 5466; 1927, c. —, s. 20) 54
Section 60. The erection of schoolhouses (C. S. III, 5468; 1925, c. 221) 55
Section 61. Condemnation of school sites (C. S. III, 5469; Extra Session 1924, c. 121, s. 1) 55
Section 64. County boards may aid charter districts in the erection of schoolhouses (C. S. III, 5472; 1925, c. 180, s. 1) 56
Section 73-a. The county-wide plan (C. S. III, 5481; Extra Session 1924, c. 121, s. 2) 56
Section 79. Changing boundaries of special charter districts (C. S. III, 5487; 1925, c. 150, s. 1) 58
Section 172-218. Part VI of the school code of 1923 pertaining to the revenue for the public schools rewritten and amended (C. S. III, 5585-5636; 1927, c. —) 58
Section 220. Petition for local tax elections (C. S. III, 5640; 1925, c. 143, s. 1) 73
Section 223. Increasing local tax rates in charter and local tax districts (C. S. III, 5643; 1925, c. 143, s. 2) 74
Section 226. Enlargement of districts (C. S. III, 5646; 1927, c. —, ss. 1, 2) 74
Section 230. Enlarging boundaries of districts within an incorporated city of town (C. S. III, 5650; 1925, c. 143, s. 3) 74
Section 232. Joint districts (C. S. III, 5651; Extra Session 1924, c. 32, s. 1) 76
Section 236. Petition for election in special school taxing districts (C. S. III, 5657; 1927, c. —, s. 1) 78
Section 245. Local tax rates under county-wide special tax (C. S. III, 5666; 1925, c. 180, s. 2) 78
Section 257. Bond elections (C. S. III, 5669; Extra Session 1924, c. 121, s. 3) 79
Section 263. Bond elections in special charter districts (C. S. III, 5675; Extra Session 1924, c. 121, ss. 4, 5; 1927, c.—, s. 1) 79
Section 271. Commissioners may borrow for building without vote of people (Extra Session 1924, c. 120; 1925, c. —; 1927, c. —) 80
Section 347. Compulsory attendance (C. S. III, 5757; 1925, c. 226, s. 1) 81
Section 351. Evidence of compulsory attendance violation (C. S. III, 5761; 1925, c. 226, s. 2) 82
Section 369. Observance of Arbor Day (C. S. III, 5780-p; 1927, c. —, s. 1) 82
Section 378-a. Effect of chapter 95 (the school code) upon local or private bond acts (1925, c. 143, s. 4) 82

III. The following sections of the Consolidated Statutes not included in the code of 1923 have been amended:

Section 3910. Treasurer's commission (C. S. 3910; Extra Session 1924, c. 121, s. 6) 83
Section 5435. Contiguous school census (C. S. III, 5435; 1925, c. 95, s. 1) 83
Section 5446. Children at orphanages (C. S. III, 5446; 1927, c. —, s. 1) 84
Section 5578. Date of teachers' examinations (C. S. III, 5578; 1925, c. 181, s. 3) 84

SCHOOL LEGISLATION

ENACTED BY THE GENERAL ASSEMBLY, SESSIONS OF 1927, 1925 AND EXTRA SESSION 1924

SPECIAL ACTS

AN ACT TO PROVIDE FOR THE DISTRIBUTION OF THE EQUALIZING FUND FOR CERTAIN COUNTIES.

Whereas, the Constitution directs the General Assembly of North Carolina to provide by taxation and otherwise for a general and uniform system of public schools for the State; and

Whereas, there appears to be marked difference in the assessed valuations, the tax rates, and the types of schools in the various counties; and

Whereas, the county commissioners in many counties cannot secure the funds necessary for the support of the six months school term from county revenues alone without making the taxes burdensome and the tax rates grossly unequal among the several counties; and

Whereas, State aid is necessary in order more nearly to equalize both the tax rates for schools and the school advantages in the different counties; therefore,

The General Assembly of North Carolina do enact:

SECTION 1. That the appropriation made under Title IV 5 (2) of Section I in "An Act to Make Appropriations for the Maintenance of the State's Institutions, the Various Departments, Bureaus and Agencies of the State Government" of the sum of three million two hundred and fifty thousand dollars ($3,250,000) for an Equalizing Fund for the year ending June thirtieth, one thousand nine hundred and twenty-eight, and of the sum of three million two hundred and fifty thousand dollars ($3,250,000) for an Equalizing Fund for the year ending June thirtieth, one thousand nine hundred and twenty-nine, shall be distributed among the various counties of the State as hereinafter provided.

SEC. 2. That a State Board of Equalization is hereby established, which shall be composed of eleven members, one of whom shall be the Presiding Officer of the Senate and one member from each Congressional District of North Carolina, to be appointed by the Governor and confirmed by the Senate before the adjournment of the Regular Session of the General Assembly for the year one thousand nine hundred and twenty-seven; said members shall serve for a period of four years from the time of their appointment and shall receive as compensation therefor the sum of ten dollars per day and expenses while actually engaged upon the business of the Board. The State Board of Equalization shall have the power to appoint an executive secretary and such assistants as they may deem necessary and shall be provided with adequate quarters in the Department of Revenue. Said Assistants and employees of said State Board of Equalization shall collect and organize data dealing with the value of property of the several counties of the State. The salary of all employees and members of the Board shall be paid out of the Equalization Fund upon requisition drawn by the State Superintendent of Public Instruction.

SEC. 3. The duties of the State Board of Equalization shall be as follows:

To investigate, study, compare, and determine the true value of all property subject to taxation for each and every county in the State, which value shall be the basis upon which taxes for the six months school term shall be levied and collected, and the basis upon which the Equalizing Fund shall be apportioned. In performing this duty the State Board of Equalization shall have the right to examine all records bearing on this subject in any public office in North Carolina, and it shall be the duty of all public officials in the State and of all owners of property, both individual and corporate, to cooperate with said Board and to give it upon request such information as they may have. The State Board of Equalization shall certify the total value of all property as by it determined of each and every county to the Commissioner of Revenue, to the State Superintendent of Public Instruction, to the State Auditor, and to the board of county commissioners and the county board of education of each county not later than June first of each year, beginning with June first, one thousand nine hundred and twenty-eight.

Said board shall also have authority to make such rules and regulations concerning the time and place of its meeings as it may determine and the right to conduct such hearings as it may deem necessary in the performance of its duties, and for that purpose may issue subpœnas under the hand of its chairman or secretary, compelling the attendance of persons and the production of papers at any time and place designated by said board, and shall also have the right to enforce obedience to its lawful orders.

SEC. 4. Before any county shall participate in the Equalizing Fund for the year ending June thirtieth, one thousand nine hundred twenty-eight, the Board of County Commissioners shall levy and collect by ad valorem tax a net sum equal to the amount which would be raised by a tax of forty cents on each one hundred dollars of valuation as determined by the State Board of Equalization on or before June 1, 1927, as said county's part of the current expenses for the six months school term of 1927-28 in the support of which the State participates. Before any county shall participate in the Equalizing Fund for the year ending June thirtieth, one thousand nine hundred and twenty-nine, the Board of County Commissioners shall levy and collect by ad valorem tax a net sum equal to the amount which would be raised by a tax of forty cents on each one hundred dollars of valuation as determined by the State Board of Equalization on or before June one, one thousand nine hundred and twenty-eight, as said county's part of the current expenses for the six months school term of 1928-29 in the support of which the State participates. This tax shall be levied and collected in the same way and manner that other county taxes are levied and collected and shall be turned over to the treasurer of the school fund of each county.

SEC. 5. For the purpose of making the apportionment of the Equalizing Fund for the year ending June thirtieth, one thousand nine hundred and twenty-eight, and also for the year ending June thirtieth, one thousand nine hundred and twenty-nine, the State Board of Equalization shall cause to be checked by the State Superintendent of Public Instruction the approved November Budget of the last preceding year of each and every county in accordance with the salaries, actually paid, not in excess, however, of the State salary schedule; and in accordance with the number of teachers employed, not in excess, however, of the number allowed by law; and shall determine therefrom the necessary cost of maintaining the six months school term in each county, including the salaries of teachers, principals and superintendents, and including in addition thereto the actual amount expended for current expense other than salaries, not in excess, however, of fifteen per cent of salaries according to the State salary schedule. The amount due any county from the Equalizing Fund shall be the amount by which the necessary cost of the six months schol term as herein calculated exceeds the amount produced by the levy of forty cents on the valuation of said county as determined by the State Board of Equalization as provided in section 4 of this act.

SEC. 6. The payment of the Equalizing Fund to the participating counties may be made in not more than four installments at such times as may be practicable to meet the needs and necessities of the six months term in the various counties. When it shall appear to the State Superintendent of Public Instruction from the November Budget of the current year that any county participating in the Equalizing Fund has provided its part of the necessary cost of maintaining the six months school term, he shall draw his requisition on the State Auditor for the last installment of the county's allotment of the Equalizing Fund.

SEC. 7. It shall be the duty of the State Board of Equalization to set aside out of the Equalizing Fund provided for the school years ending June thirtieth, one thousand nine hundred and twenty-eight, and June thirtieth, one thousand nine hundred and twenty-nine, the sum of one hundred thousand dollars ($100,000), and to distribute the same among the participating counties as follows:

(a) There may be apportioned to any participating county an additional amount of not exceeding five percent of its estimated salary needs when, in the opinion of the State Board of Equalization, such increase is justified by increased school attendance and growth and improvement of the schools in such county.

(b) The Equalization Board may appropriate an amount not in excess of three thousand dollars ($3,000) to any participating county when, in the opinion of said Board, such county may have suffered any unforeseen misfortune to an extent sufficient to affect seriously the general revenue of the county.

(c) The State Board of Equalization may appropriate an amount not exceeding two thousand dollars ($2,000) to any participating county when, in the opinion of the Board, said county has made such efforts for the improvement of its schools through the improvement of its teaching personnel as make it deserving of such aid.

(d) Said Board may also, in case of participating counties whose school terms begin prior to September first in any year, making advances in anticipation of the first payment or distribution to which said counties may be entitled out of the fund, which advances shall be deducted from the amounts due such counties upon levy and collection of taxes by them as hereinbefore provided. In the event all of the sum herein designated shall not be used for the purposes herein set out, then such unused portion shall be returned to the Equalizing Fund.

SEC. 8. In the event that the Equalizing Fund of three million, two hundred and fifty thousand dollars ($3,250,000) is not sufficient together with the amount raised by the levy and collection of a forty cent county tax on the valuations determined by the State Board of Equalization and together with those funds required by the Constitution to be placed to the credit of the free public schools of each county to provide a six months school term, exclusive of debt service and capital outlay costs, then it shall be the duty of the State Board of Equalization to ascertain the additional rate necessary to provide that part of the current expense of the six months school term in which the State participates and to notify the county board of education who in turn will notify the board of county commissioners of each participating county; and it is hereby declared the duty of the said board of county commissioners of each participating county to levy the additional tax necessary for this purpose, in no event, however, to exceed five cents on the one hundred dollars of valuation as determined by the State Board of Equalization, and being the same on this determined valuation in all counties.

SEC. 9. Nothing in this act is intended to prevent a county from levying taxes to pay higher salaries than the State salary schedule, or to provide for additional teachers, or to provide funds for bonded indebtedness, interest, buildings, and other operating expenses.

SEC. 10. Each section of this act and this act as a whole shall be so construed as to provide for a fair and equitable distribution of the Equalizing Fund to the end that the burden of support of the six months term may rest equitably upon all the participating counties.

SEC. 11. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 12. This act shall be in force from and after its ratification.

Ratified this the 9th day of March, 1927.

1927, c. —.

AN ACT TO APPOINT THE BOARDS OF EDUCATION IN THE RESPECTIVE COUNTIES IN NORTH CAROLINA.

The General Assembly of North Carolina do enact:

SECTION 1. That the hereinafter named persons are appointed members of the County Board of Education for the several counties in the State to fill the vacancies which will occur in the Board of Education of the several counties in the State on the first Monday in April, one thousand, nine hundred and twenty-seven, or to fill the vacancies created by this act, and the following named persons are hereby appointed to the respective Boards of Education of the several counties in the State, for the terms set opposite their names below, to wit:

Alamance: C. P. Albright, E. J. Braxton, W. R. Sellers, J. J. Lambeth, J. E. Sellers, each for the term of two years.

Alexander: J. C. Fortner, for the term of two years.

Alleghany: John C. Halsey, for the term of two years.

Anson: J. L. Little, for the term of six years.

Ashe: A. A. Price and G. C. Green, each for the term of four years.

Avery: M. C. Biggerstaff, for the term of two years; J. M. Phillips, for the term of four years; D. P. Bridges, for the term of six years.

Beaufort: W. J. Justus, Frank W. Cox, each for the term of six years.

Bertie: M. B. Gilliam, R. A. Urquhart, W. A. Tayloe, D. R. Britton, T. A. Smithwick, each for the term of two years.

Bladen: J. Fletcher Council, for the term of four years; L. D. Melvin, for the term of six years.

Brunswick: Frank Galloway, for the term of four years; R. T. Williams, J. L. Stone, each for the term of two years.

Buncombe: James T. Roberts, Albert Teague, Claude L. Felmet, George W. Craige, Marshall West, each for the term of two years.

Burke: J. E. Coulter, A. N. Dale, Will Davis, W. E. McConnaughey, L. F. Brinkley, each for the term of two years.

Cabarrus: G. G. Allen, for the term of six years.

Caldwell: W. J. Lenoir, W. H. Livingstone, each for the term of six years.

Camden: Thomas Whaley, T. B. Godfrey, J. W. Jones, each for the term of two years.

Carteret: W. H. Taylor, for the term of six years.

Caswell: George Oliver, Giles Mebane, N. J. Taylor, each for the term of two years.

Catawba: B. B. Blackwelder, for the term of six years, Dr. Fred T. Foard, C. C. Hewitt, each for the term of four years; Oscar Sherill, for the term of two years; Eli Warlick, for the term of six years.

Chatham: E. R. Hinton, for the term of six years; G. M. Womble, for the term of four years.

Cherokee: Charles B. Hill, Percy B. Ferrebee, T. T. Johnson, each for the term of two years.

Chowan: Thomas W. Elliott, W. D. Welch, each for a term of two years; R. N. Privott, Mrs. Z. W. Evans, each for a term of four years; W. B. Hassell, for a term of six years.

Clay: W. T. Bumgarner, for a term of two years; Mark Weaver, for a term of four years; H. B. Patton, for a term of six years.

Cleveland: W. A. Ridenhour, C. D. Forney, W. D. Lackey, Ivey Willis, J. L. Horde, each for the term of two years.

Columbus: John F. Rogers, R. F. Covington, Glenn F. Holmes, James C. Nye, David Wells, each for the term of two years.

Craven: J. H. Parker, for the term of six years; J. H. West, for the term of four years; J. H. Elliott, for the term of two years.

Cumberland: N. S. McArthur, D. W. Carter, each for the term of six years.

Currituck: W. H. Gallop, Henry G. Dozier, G. C. Boswood, each for the term of two years.

Dare: Samuel A. Griffin, O. C. Fulcher, Calvin E. Payne, A. C. Goard, E. N. Baum, each for the term of two years.

Davidson: C. C. Wrenn, John R. Myers, each for the term of two years.

Davie: Peter W. Hairston, for the term of six years.

Duplin: W. J. Grady, for the term of six years.

Durham: J. D. Hamlin, W. I. Cranford, H. G. Hedrick, J. B. Mason, H. L. Umstead, each for the term of two years.

Edgecombe: George M. Fountain, R. A. Stancil, B. H. Thomas, each for the term of two years.

Forsyth: James Griffith, P. Frank Haynes, George Miller Hinshaw, each for the term of two years.

Franklin: E. L. Green, for the term of six years; Mrs. Mamie Dickens, to succeed T. H. Dickens, deceased, for the term of four years, her appointment to take effect immediately.

Gaston: S. M. Boyce, J. H. Rudisill, C. E. Hutchinson, each for the term of two years.

Gates: J. L. Hofler, J. C. Holland, E. A. Benton, each for the term of two years.

Graham: S. P. Harwood, T. A. Morphew, D. T. Hyde, each for the term of two years.

Granville: E. N. Clement, J. W. Dean, R. S. Hart, S. F. Bullock, J. L. Peed, each for the term of two years.

Greene: J. E. Debnam, W. D. Cobb, L. A. Mewborn, each for the term of two years.

Guilford: C. H. Ireland, for four years; Dred Peacock, for four years; S. E. Coltrane, for four years; William H. Bennett, for two years; D. M. Chrismon, for two years.

Halifax: F. H. Gregory, for a term of two years; W. F. White, for a term of six years; T. M. Jenkins, for the term of four years.

Harnett: H. S. Holloway, D. P. Ray, E. W. Smith, each for the term of two years.

Haywood: D. M. Cagle, W. T. Sharp, Lee V. Rogers, each for the term of two years.

Henderson: J. W. Morgan, for the term of six years.

Hertford: G. C. Picot, W. D. Boone, W. A. Thomas, each for a term of two years.

Hoke: Jesse Gibson, Louis Parker, Laurie McEachern, J. A. Hodgin, E. R. Pickler, each for the term of two years.

Hyde: J. H. Swindell, James S. Mann, William Payne, each for the term of two years.

Iredell: F. B. Gaither, D. E. Turner, D. Lee Morrow, A. L. Mills, W. C. Wooten, each for the term of two years.

Jackson: C. L. Allison, N. D. Davis, each for the term of two years.

Johnston: W. G. Wilson, J. W. Woodard, P. B. Johnson, each for the term of two years.

Jones: J. J. Simmons, for the term of six years.

Lee: J. C. Watson, for the term of six years; D. E. Shaw, for the term of four years; E. R. Buchan, for the term of two years.

Lenoir: W. B. Becton, R. G. Hodges, Thad Turner, D. W. Wood, E. V. Webb, each for the term of two years.

Lincoln: L. A. Yoder, T. N. James, O. F. Howard, each for the term of two years.

Macon: Alex Moore, for the term of six years; Dr. S. H. Lyle, for the term of four years; N. L. Barnard, for the term of two years.

Madison: Fred Halcombe, Lee Ramsey, Wiley M. Roberts, each for a term of four years, and they will assume office from and after the date of the ratification of this act, and their qualification as required by law.

Martin: B. M. Worsley, Nathan Rogers, K. B. Crawford, each for a term of four years; J. A. Getsinger, Henry Norman, each for a term of two years.

McDowell: J. S. Bradley, for the term of six years.

Mecklenburg: W. Banks McClinock, for four years; Julian S. Miller, J. Wilson Alexander, each for the term of six years.

Mitchell: W. B. Young, Deck T. Fortner, S. T. Henry, each for the term of two years.

Montgomery: W. B. Cochran, Chas. J. McLeod, J. J. Russell, each for the term of two years.

Moore: John W. Graham, John R. McQeen, each for the term of six years; S. H. Miller, for the term of four years; C. C. Jones, Dr. J. F. Davis, each for the term of two years.

Nash: F. V. Avant, John W. Roberson, T. A. Avera, each for the term of two years.

New Hanover: Dr. Charles T. Bolles, for the term of six years.

Northampton: W. Harry Stephenson, for the term of six years; E. S. Bowers, for the term of four years; A. L. Lassiter, for the term of two years.

Onslow: J. H. Amen, R. K. Heritage, J. D. Coston, Dan W. Russell, W. Lee Humphrey, each for the term of two years.

Orange: Sterling Browning, M. P. Efland, E. C. Compton, each for the term of two years.

Pamlico: J. L. McCotter, for the term of six years; J. W. Sawyer, for the term of four years; Dr. S. E. McCotter, W. J. Smith, each for the term of two years.

Pasquotank: J. M. LeRoy, for the term of six years.

Pender: C. F. Mallard, for the term of six years.

Perquimans: W. E. Dail, Shelton M. Lang, each for the term of two years; J. H. Baker, for the term of four years.

Person: W. R. Wilkerson, D. S. Brooks, Robert P. Burns, C. G. Reade, O. G. Davis, each for the term of two years.

Pitt: M. O. Blount, for the term of six years.

Polk: Miss Mae I. Flentye, C. G. Feagan, R. O. Andrews, John R. Anderson, each for the term of two years.

Randolph: J. F. Hughes, for the term of two years.

Richmond: Nelson Gibson, for the term of six years.

Robeson: Mrs. W. M. Oliver, Miss Mary McEachern, each for the term of six years.

Rockingham: Eugene Irvin, C. P. Wall, J. L. Roberts, T. B. Wilson, T. J. Garrett, each for the term of two years.

Rowan: J. W. Peeler, Mrs. E. W. Burt, W. Frank Thompson, each for the term of six years.

Rutherford: Plato Gettys, Mrs. C. B. Wiseman, W. W. Nanney, each for the term of two years.

Sampson: Martin D. Jackson, George D. Herring, each for a term of six years.

Scotland: W. N. McKenzie, T. L. Henly, W. G. Shaw, each for a term of two years.

Stanly: A. P. Harris, for a term of six years; Mrs. Belle Ritchie, A. L. Efird, for a term of four years each; W. A. Hough, W. A. Cagle, each for a term of two years.

Stokes: J. Reid Forest, O. T. Shelton, H. McGee, H. H. Leake, J. W. Priddy, each for a term of two years.

Surry: John D. Thompson, J. J. Richards, W. R. Badgett, J. F. Carter, T. M. Marsh, each for a term of two years.

Swain: S. E. Varner, for a term of six years; George H. Tabor, for a term of four years; J. H. Coffey, for a term of two years.

Transylvania: J. S. Broomfield, for a term of six years; C. F. Woodfin, for a term of four years; C. R. Sharp, for a term of two years.

Tyrrell: W. S. Carawan, J. R. Pledger, C. Z. Sawyer, each for a term of two years.

Union: Luther E. Huggins, W. D. Hawfield, B. F. Parker, W. M. Gordon, T. L. Price, to succeed the present Board, whose terms of office are vacated, each to serve for a term of two years.

Vance: J. E. Kimball, R. L. Bennett, each for a term of four years; E. T. Woodlief, Mark H. Stone, A. J. Parrott, each for a term of two years.

Wake: Needham Y. Gulley, M. B. Chamblee, Dr. W. C. Riddick, each for a term of two years.

Warren: Miss Amma D. Graham, Jesse Gardner, J. King Pinnell, Stanley W. Powell, J. D. Riggan, each for the term of two years.

Washington: W. R. Hampton, H. H. Bateman, W. B. Davenport, each for a term of two years.

Watauga: W. F. Sherwood, D. D. Daugherty, B. T. Taylor, each for a term of two years.

Wayne: A. H. Edgerton, for a term of six years.

Wilkes: C. C. Faw, J. H. Pennell, T. M. Brown, each for a term of two years.

Wilson: Doane Herring, J. H. Thompson, R. L. Barnes, each for a term of six years.

Yadkin: M. V. Fleming, T. J. Phillips, H. D. Williams, each for a term of two years.

Sec. 2. The members appointed under this act, except as in this act otherwise provided, shall qualify by taking the oath of office on or before the first Monday in April, one thousand nine hundred and twenty-seven, and they shall elect a County Superintendent of Education before the fifteenth of April, one thousand nine hundred and twenty-seven.

Sec. 3. All laws in conflict with this act are hereby repealed.

Sec. 4. This Act shall be in force from and after the date of its ratification.

Ratified this 9th day of March, 1927.

1927, c. —.

AN ACT TO PROVIDE A SPECIAL BUILDING FUND TO BE LOANED TO COUNTY BOARDS OF EDUCATION TO AID IN ERECTING SCHOOLHOUSES.

Whereas, the General Assembly of North Carolina, at the regular session of one thousand nine hundred and twenty-one, by the enactment of chapter 147, Public Laws of one thousand nine hundred and twenty-one, in order to aid the counties in the erection of a larger and more permanent type of rural school, created a special building fund of five million dollars, all of which supplemented by another five million from the counties, is now in commodious school buildings in every county of the State; and

Whereas, the General Assembly of North Carolina, article 25, chapter 136, Public Laws of one thousand nine hundred and twenty-three, created a second special building fund of five million dollars, to be loaned to the county boards of education from and after January first, one thousand nine hundred and twenty-four; and

Whereas, the General Assembly of North Carolina, chapter 201, Public Laws of one thousand nine hundred and twenty-five, created a third special building fund of five million dollars to be loaned to the county boards of education from and after January first, one thousand nine hundred and twenty-six; and

Whereas, the State Board of Education received applications from county boards of education for loans from this fund to the amount of more than seven million dollars, from which applications the State Board of Education approved loans for the full amount authorized, and has actually lent the entire five million dollars to the county boards of education for definite and fully described projects, most of which were complete by December, one thousand nine hundred and twenty-six, and are now being used as schoolhouses; and

Whereas, eighty-six counties estimate their urgent building needs for the next biennium to be eight million dollars; and

Whereas, counties may obtain money for building purposes at a lower interest rate than by local bonds, thereby saving interest charges: Now, therefore, *The General Assembly of North Carolina do enact*:

Section 1. That for the purpose of providing "a special building fund," to be loaned to the county boards of education for maintaining a six months school term, the Treasurer is authorized and directed to issue bonds of the State of North Carolina, payable in the manner and on the date hereinafter described, to an amount not to exceed two million five hundred thousand dollars ($2,500,000). All of said bonds shall bear interest at a rate not to exceed four and one-half (4½) per cent per annum, payable semiannually on the first days of January and July of each year, and the said bonds shall bear date as of the first day of January of each and every year in which they may be issued, under the provisions of this act.

(a) *Special building fund a separate fund.* That the proceeds from the sale of these bonds shall be a separate fund in the hands of the State Treasurer and shall be kept distinct from all other funds of the State. The funds shall be paid out upon the warrant of the State Auditor, but no warrant shall be issued by the Auditor except upon the requisition of the State Superintendent of Public Instruction, with the approval and at the direction of the State Board of Education. The bank or banks in which any money belonging to this fund is deposited by the State Treasurer shall be required to pay interest on monthly balances on said money at the rate of three per cent per annum, and all such money so collected shall be credited monthly by the State Treasurer to this fund.

(b) *State Board of Education authorized to make loans.* That the State Board of Education, under such rules and regulations as it may deem advisable, not inconsistent with the provisions of this chapter, may make loans from "The Special Building Fund" to the county board of education of any county for building, equipping and repairing public school buildings, dormitories, teacherages, and for the purchase of suitable sites: *Provided*, that no loan shall be made from this fund until the application for said loan has been made by the county board of education and approved by the county commissioners, nor until said commissioners shall certify that the loan is necessary to maintain a six months' school term: *Provided, further*, that no loan shall be made from this fund for erecting or repairing any school building containing less than seven rooms, nor shall any building be erected in whole or in part from funds borrowed from the State unless the plans for said building shall have been approved by the State Superintendent of Public Instruction.

(c) The first four installments paid back to the State by the counties, as contemplated in this act, are hereby declared to be a part of the special building fund and may, in the discretion of the State Board of Education, be loaned to the counties on the same terms and in accordance with the same rules as provided for an original loan.

Sec. 2. Loans to county boards of education made under the provisions of this act shall be payable in twenty equal installments, shall bear interest payable annually in advance at the same rate that the State had to pay on the bonds issued under this act for securing "The Special Building Fund," and said loans shall be evidenced by the note or notes of the county board of education, executed by the chairman and secretary thereof, and deposited with the State Treasurer. The first installment of such loan, together with the interest on the balance of the principal remaining unpaid, shall be paid by the county board of education on or before the fifteenth day of December subsequent to the making of such loan, and the remaining installments, together with the interest, shall be paid, one each year, on the fifteenth day of December of each subsequent year until all shall have been paid: *Provided,* if at the end of any five-year period it shall appear the earnings of said fund are more than sufficient to retire said bonds the State Board may direct the State Treasurer to transfer such surplus to the State literary fund, and after all bonds are retired any balance remaining shall be turned over to the State literary fund.

Sec. 3. The county board of education shall provide in its May budget for a special tax, to be styled "A Special Building Fund Tax," sufficient to repay the annual installment together with the interest due, and shall issue its order upon the treasurer of the county school fund and therefor, who, prior to the fifteenth day of December, shall pay over to the State Treasurer the amount then due. Any amount loaned under the provisions of this act shall be a lien upon the total school fund of such county, in whatsoever hands such funds may be; and if the board of county commissioners fail to provide for a sufficient tax for the fund for the repayment of notes, loans and bonds to pay the loans and interest when due, so long as any part of said loan and interest are due, the board of county commissioners shall borrow the money in order that the six months school term may be maintained in accordance with the Constitution. Upon failure of any county to pay any installment or interest, or part of either, when due, the State Treasurer may deduct a sufficient amount for the payment of the same out of any fund due such county from any special State Appropriation for public schools, and if the amount necessary to conduct a six months school term has been decreased thereby, thus making it impossible to provide the funds for a six months term in every district in said county in accordance with law and the Constitution, the county commissioners shall borrow the amount necessary to meet the deficit caused thereby.

The State Treasurer may bring action against the county board of education of such county, or against any person in whose possession may be any part of the school funds of the county, or against the tax collector of such county; and if the amount of school fund then on hand be insufficient to pay in full the sum so due, then the State Treasurer shall be entitled to an order directing the tax collector of such county to pay over to the State Treasurer all moneys collected for school purposes until such debt and interest shall have been paid: *Provided,* this lien shall not lie against taxes collected to pay interest and principal on bonds issued by the authorities of any county or any district.

Sec. 4. That the State Board of Education shall approve all applications for loans and the amount to be loaned to each county. When said board has received and approved applications for loans in an amount of not less than five hundred thousand dollars ($500,000), the State Board of Education shall direct the State Treasurer to sell, and he shall sell, in accordance with the provisions of this article, North Carolina bonds to provide funds for making the loans in accordance with the applications approved: *Provided,* that whenever applications are received and approved, in accordance with the provisions of this article, if the State Board of Education shall deem it unwise to sell bonds at that time, the State Treasurer, by and with the consent of the

Governor and the Council of the State, is hereby authorized to borrow money at the lowest rate of interest obtainable, in anticipation of the sale of the bonds herein authorized, and for the purposes for which said bonds are authorized. The State Treasurer shall execute and issue notes of the State for the money so borrowed, and he is hereby authorized to renew any such notes from time to time by issuing new notes. The rate of interest, the date of payment of said notes or renewals, and all matters and details in connection with the issuance and sale thereof shall be fixed and determined by the Governor and Council of State. Such notes when issued shall be entitled to all privileges, immunities and exemptions that the bonds authorized to be issued are entitled to. The full faith, credit and taxing power of the State are hereby pledged for the payment of such notes as may be issued, and interest thereon. The proceeds received from said notes shall be used for making loans to county boards of education in accordance with this article. The notes issued in anticipation of the sale of bonds shall be paid with the funds derived from the sale of said bonds whenever said bonds are sold.

SEC. 5. That the bonds authorized and directed to be issued by the preceding sections shall be coupon bonds of the denomination of five hundred dollars ($500) and one thousand dollars ($1,000) each, as may be determined by said State Treasurer, and shall be signed by the Governor of the State and State Treasurer and sealed with the Great Seal of the State. The coupons thereon may be signed by the State Treasurer alone, or may have a facsimile of his signature printed, engraved, or lithographed thereon, and the said bonds shall in all other respects be in such form as the State Treasurer may direct; and the coupons thereon shall, after maturity, be receivable in payment of all taxes, debts, dues, licenses, fines and demands due the State of North Carolina, of any kind whatsoever, which shall be expressed on the face of said bonds. Before selling any of the series of bonds herein authorized to be issued, the State Treasurer shall advertise the sale and invite sealed bids in such manner as in his judgment may seem to be most effectual to secure the par of said bonds at the lowest rate of interest.

He is authorized to sell the bonds herein authorized in such manner as in his judgment will produce the par value of said bonds at the lowest rate of interest, and where the conditions are equal he shall give the preference of purchase to the citizens of North Carolina.

One-twentieth of the total bonds issued under date of January first, one thousand nine hundred and twenty-eight, shall be due and payable on the first day of January, one thousand nine hundred and thirty-three, and another one-twentieth of the amount of said bonds shall be due and payable on January first of each year thereafter until the whole series shall be paid, and any bonds issued under this act on any subsequent January first shall be due and payable as follows: One-twentieth of the total amount of said bonds shall be due and payable on the first day of January five years after the date of issuance of said bonds, and one-twentieth on each subsequent January first of each year thereafter until the whole series authorized by this act shall be paid in full.

SEC. 6. The said bonds and coupons shall be exempt from all State, county or municipal taxation or assessment, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise, and the interest paid thereon shall not be subject to taxation as for income, nor shall said bonds and coupons be subject to taxation when constituting a part of the surplus of any bank, trust company, or other corporation, and it shall be lawful for all executors, administrators, guardians, or other fiduciaries generally to invest in said bonds.

SEC. 7. The county board of education, from any amount borrowed under the provisions of this act, may make loans to special charter, local tax or special school taxing districts, and the amount so loaned to any such district shall be payable in twenty annual installments, with interest thereon at the rate the county is required to pay, payable annually in advance. Any amount loaned under the provisions of this act shall be a lien upon the total local tax funds produced in the district. Whenever the local taxes at any time may not be sufficient to pay the installments with the interest, the county board of education must supply the remainder out of the operating and equipment fund, and shall make provisions for the same when the county budget is made and presented to the commissioners in May: *Provided*, nothing in this section shall prevent the county board of education from assuming the entire expense of erecting said building or buildings in any district of the county.

All loans made to such districts, under the provisions of this act, shall be made upon the written petition of a majority of the committee, or board of trustees, of the said district asking for the loan and authorizing the county board of education to deduct a sufficient amount from the local taxes or other funds belonging to said district, other than the teachers' salary fund, to meet the indebtedness to the county board of education. Otherwise, the county board of education shall have no lien upon the local taxes for the repayment of this loan: *Provided*, this lien shall not lie against taxes collected or hereafter levied to pay interest and principal on bonds issued by the authority of any district.

SEC. 8. Upon the completion of project for which the loan was made, the county board of education, upon blanks prepared for this purpose, shall file with the the State Board of Education an itemized sworn statement of all expenditures on said project, including the loan from the State and all other funds invesed in such building. Members of the county board of education and the county superintendent refusing or failing to make such report or authorizing the expenditure of said loan otherwise than upon the specific project, set forth in the approved application, or otherwise than as set out in the plans and specifications, approved by the State Board of Education, except upon the written approval of the State Board of Education, shall be severally guilty of a misdemeanor, punishable by a fine or imprisonment, or both, in the discretion of the court.

SEC. 9. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 10. This act shall be in full force and effect from and after the date of its ratification.

Ratified this 9th day of March, 1927.

1927, c. —.

AN ACT TO RATIFY AND VALIDATE ENLARGEMENTS OF SPECIAL CHARTER SCHOOL DISTRICTS AND THE VOTING OF BONDS THEREIN UNDER CERTAIN CIRCUMSTANCES.

Whereas, doubts have arisen as to the legality of the enlargement of special charter school districts because of the alleged non-compliance in many cases with requirements of law respecting the adoption of a county-wide plan of school organization and the assumption or non-assumption of indebtedness and other conditions; and

Whereas, doubts have for like reasons arisen as to the legality of bond elections held in such enlarged school districts and as to the validity of bonds voted at such elections; and

Whereas, it is deemed advisable and for the interest of the public schools that such enlargements and the voting of such bonds be ratified and validated in all cases in which certain conditions have been or shall within a reasonable time be fulfilled; now, therefore

The General Assembly of North Carolina do enact:

SECTION 1. In all cases in which an enlargement or attempted enlargement of a special charter school district has been made since January one, one thousand nine hundred twenty-three so as to make such district coterminous with a city which had formerly been coterminous with such district but which had been enlarged by annexation of territory without a corresponding annexation of territory to the district, such enlargement of such district is hereby validated and ratified as of the date upon which such enlarged district began to function as such, provided such enlargement was in accordance with a county-wide plan of organization of schools adopted under the provisions of section 73a of chapter 136, Public Laws of one thousand nine hundred twenty-three, or in which, although not in accordance with such county-wide plan a county-wide plan was thereafter adopted or shall be adopted before the first day of January one thousand nine hundred twenty-eight with which plan such enlargement shall be in accord: *Provided, however*, that a majority of the qualified voters of such enlarged district have heretofore voted or shall vote before the first day of January one thousand nine hundred twenty-eight for the levy of a tax to supplement the constitutional six months' school term and to assume all indebtedness incurred by school districts which in whole or in part are within said enlarged district. It shall not be necessary that the vote for such maintenance tax shall have been or shall be taken at the same election, if a majority of the voters in each school district and a majority of the voters in that part of each school district within the territory added to such special charter district have voted or shall vote in favor of a maintenance tax at the same rate as the maintenance tax theretofore voted within such special charter school district.

SEC. 2. All elections held throughout any such enlarged special charter school district at which a majority of the voters therein voted for the issuance of bonds are hereby validated and ratified.

SEC. 3. All new registrations of voters for the purpose of any of the elections heretofore held and referred to above which were made in substantial conformity with provisions of article 17, chapter 136, Public Laws of one thousand nine hundred twenty-three, are hereby validated and ratified

SEC. 4. This act shall be in force from and after its ratification.

Ratified this 7th day of March, 1927.

1927, c. —.

AN ACT TO PROVIDE FOR THE CREATION OF SCHOOL DISTRICTS.

The General Assembly of North Carolina do enact:

SECTION 1. It shall be lawful to create school districts, whether the same be enlargements of existing school districts or not, in the manner provided by this act.

SEC. 2. Such school districts, herein sometimes termed new districts, may comprise any part or all of one or more existing school districts including special charter school districts, which comprised districts and comprised parts of districts are herein sometimes termed component districts or component parts of districts: *Provided, however*, that no new district shall be created under this act, nor shall any division of an existing school district be made hereunder, except in accordance with a county-wide plan of organization of schools adopted under the provisions of the general law; and provided further that the total number of school districts in the county shall not be increased thereby; and *provided, further*, that no special charter district or part thereof shall be included in any new school district created under this act unless the governing body thereof, such governing body being in this act termed the Board of Trustees, shall consent thereto by resolution passed and recorded.

SEC. 3. The creation of any such new district may be ordered by the County Board of Education in accordance with such county-wide plan, but no such new district shall be deemed created or in existence unless and until a uniform tax rate and the assumption of existing debt shall be voted as hereinafter required.

SEC. 4. Upon certification to the Board of County Commissioners, or in case the territory in which the vote is to be taken lies entirely within a city or town upon certification to the governing body of such city or town, such board or body shall call and hold an election for voting a local tax to supplement the funds provided for the maintenance of the minimum school term under the constitution, at which election there shall be submitted to the voters of the entire new district the question of whether a maximum rate of tax, which shall not exceed fifty cents (50c) on the one hundred dollars of assessed valuation, shall annually be levied upon the entire district; *Provided, however*, that in lieu of submitting such question to the voters of the entire new district at one election, there may be submitted to the voters of any component district or districts or component part or parts of a district separately or in combination the question of whether there shall be levied annually upon such district, districts, part or parts a maximum rate of tax at the same rate, not exceeding fifty cents (50c) on the one hundred dollars of assessed valuation, which was theretofore voted by any other component district or districts component part or parts of the new district.

Sec. 5. At the same or at another election, the said board or body shall submit to the voters of the entire new district the question of whether the new district shall assume (a) the outstanding debt of every component school district and (b) the outstanding debt of every school district any part of which shall be a component part of the new district, or, if any such debt was not incurred for permanent school improvements within the new district, such portion of such debt as the assessed valuation of taxable property in such component part bears to the assessed valuation of taxable property in the indebted district and (c) the outstanding city, town and township debt incurred for permanent school improvements within the new district. The foregoing requirements for debt assumption shall not apply to any debt which a county has assumed or for the payment of which the General Assembly shall have made other provisions.

Sec. 6. A new registration of qualified voters may be ordered for the elections herein provided and such registrations and elections shall be conducted in accordance with the provisions of the general law for the voting of local school taxes, except as herein otherwise provided, and the Australian Ballot Act of one thousand nine hundred and twenty-seven shall not apply thereto.

Sec. 7. The officers appointed to hold the elections in making returns of the result thereof shall incorporate therein not only the number of votes cast for and against the question submitted, but also the number of voters registered. The board or body holding the election shall canvass the returns and shall include in their canvass the votes cast for and against the question submitted and the number of voters registered, and shall determine and declare the result of the election.

Sec. 8. Such board or body shall prepare a statement showing the number of votes cast for and against each question submitted and the number of voters registered and declaring the result of the election, which statement shall be signed by a majority of the members of such board or body and delivered to the clerk thereof who shall record it in the minutes of the board or body and file the original at his office and publish it once in a newspaper published in the State and circulating within the new district, which newspaper shall be one published in the new district if one be there published, but otherwise shall be one published in the county if one be published in the county.

Sec. 9. No right of action or defense founded upon the invalidity of the election shall be asserted, nor shall the validity of the election be opened to question in any court upon any grounds whatever, except in an action or proceedings commenced within thirty days after publication of such statement.

Sec. 10. If at such election or elections a maximum maintenance tax of the same rate shall have received the votes of a majority of the qualified electors in the entire new district, and if the assumption of all the indebtedness as herein required shall have received the votes of a majority of the qualified voters of the entire new district, the County Board of Education shall pass and record upon its minutes a resolution declaring that the new district shall come into existence upon a day to be named in such resolution not later than the first day of the next July.

Sec. 11. If the new district shall embrace the whole of any special charter district or if, embracing the whole of two or more special charter districts, the boards of trustees of such special charter districts shall by recorded resolutions passed not later than the day upon which the new district shall come into existence as hereinabove provided, agree upon one of such special charter districts as the district which shall be deemed enlarged, the new district shall be deemed an enlargement of such special charter district and shall be conducted and governed in accordance with the charter thereof and other laws applicable thereto. In all other cases the new district shall be a local tax district.

Sec. 12. When the new district shall come into existence as hereinabove provided, all school property real and personal within the same, except property maintained by the county for other than district purposes the debt for which property has not been assumed by the new district, shall automatically pass in the case of a new special charter district to the board of trustees thereof, and in the case of a local tax district, to the County Board of Education for the use of the district, but it shall nevertheless be the duty of all boards and bodies holding any such property to convey the same formally by deed and other proper conveyance and every such deed shall be promptly recorded.

Sec. 13. In all cases in which a new school district has been attempted to be created since January first, one thousand nine hundred twenty-three, embracing a part or all of one or more existing school districts, such creation is hereby validated and ratified as of the date upon which such new district began to function as such, provided such creation was in accordance with the county-wide plan of organization of schools adopted under the provisions of section seventy-three a, chapter one hundred thirty-six, Public Laws of one thousand nine hundred twenty-three, or in which although not in accordance with such county-wide plan, such county-wide plan was thereafter adopted or shall be adopted before the first day of July, one thousand nine hundred twenty-seven, with which plan such creation shall be in accord; *Provided, however*, that a majority of the qualified voters of such new district shall have heretofore voted or shall vote before the first day of January one thousand nine hundred twenty-eight, for such levy of maintenance tax and such assumption of debt as are herein required to be voted for the creation of the new district; and in all such cases all new registrations of voters which were made for the purpose of any such elections made in substantial conformity with the provisions of article 17, chapter 136, Public Laws of one thousand nine hundred twenty-three, are hereby validated and ratified, and all elections held throughout any such new district at which a majority of the voters therein have voted for the issuance of bonds are hereby validated and ratified.

Sec. 14. This act shall be in force from and after its ratification.

Ratified this 7th day of March, 1927.

1927, c. —.

AN ACT ESTABLISHING "THE OLD NORTH STATE" AS THE STATE'S OFFICIAL SONG FOR NORTH CAROLINA.

Whereas, the last State convention of the North Carolina Daughters of the Confederacy appointed a committee to investigate the advisability of adopting "The Old North State" as the State's official song; and, Whereas, the said committee of the North Carolina Division of the United Daughters of the Confederacy has requested the General Assembly of the State of North Carolina, by appropriate legislation, to adopt said song written by Hon. William Gaston as the State's official song; now, therefore,

The General Assembly of North Carolina do enact:

Section 1. That the song known as "The Old North State", as hereinafter written, be and the same is hereby adopted and declared to be the official song of the State of North Carolina, said song being in words as follows:

Carolina! Carolina! Heaven's blessings attend her!
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! The Old North State forever!
Hurrah! Hurrah! the good Old North State!

"Though she envies not others their merited glory,
Say, whose name stands the foremost in Liberty's story?
Though too true to herself e'er to crouch to oppression,
Who can yield to just rule more loyal submission?

"Plain and artless her sons, but whose doors open fastei
At the knock of a stranger, or the tale of disaster?
How like to the rudeness of their dear native mountains,
With rich ore in their bosoms and life in their fountains.

"And her daughters, the Queen of the Forest resembling—
So graceful, so constant, yet to gentlest breath trembling;
And true lightwood at heart, let the match be applied them,
How they kindle and flame! Oh! none know but who've tried them.

"Then let all who love us, love the land that we live in
(As happy a region as on this side of Heaven),
Where Plenty and Freedom, Love and Peace smile before us,
Raise aloud, raise together, the heart-thrilling chorus!"

Sec. 2. That all laws and clauses of laws in conflict with the provisions of this act are hereby repealed.

Sec. 3. That this act shall be in force and effect from and after its ratification.

Ratified this 18th day of February, 1927.

1927, c. —.

AN ACT TO PROVIDE FOR GIVING PUBLICITY TO HIGHWAY TRAFFIC LAWS THROUGH THE PUBLIC SCHOOLS.

The General Assembly of North Carolina do enact:

Section 1. That the State Highway Commission shall cause to be prepared a digest of the traffic laws of the State suitable for use in the public schools of the State and have the same published in pamphlet form and delivered on or before the first day of August, one thousand nine hundred and twenty-seven, to the State Superintendent of Public Instruction, a sufficient number of said pamphlets to supply at least one copy each to all the public high school teachers of the State.

SEC. 2. That the State Superintendent of Public Instruction shall cause to be delivered to the superintendents or principals of the various high schools of the State sufficient number of said pamphlets to supply one to each of the teachers engaged for said schools.

SEC. 3. That the superintendents or principals, or other persons in charge of the public high schools of the State shall cause the contents of said pamphlets to be brought to the attention of all the children in attendance upon the said high schools in the form of lessons of at least one each week until the entire contents of said pamphlets have been read and explained.

SEC. 4. That this practice shall be continued during each school year and the State Highway Commission is directed annually on or before the first Monday of August, to supply, as hereinbefore provided, such additional copies of the said pamphlet, having the same revised from time to time to meet any amendments of the traffic laws of the State, as the State Superintendent of Public Instruction may ascertain and report to the State Highway Commission to be necessary.

SEC. 5. That this act shall be in force from and after its ratification.

Ratified this the 9th day of March, 1927.

1927, c. —.

AN ACT TO PROVIDE FOR FIRE DRILLS IN THE PUBLIC SCHOOLS IN NORTH CAROLINA.

The General Assembly of North Carolina do enact:

SECTION 1. Amend section five thousand five hundred and forty-two of the Consolidated Statutes by adding after the word "Provide" in line two of said section the following: "A pamphlet containing printed instructions for properly conducting fire drills in schools, and the superintendent or principal of every public school in this State shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all ways of egress, and the Insurance Commissioner and Superintendent of Public Instruction shall further provide": *Provided*, this amendment shall not apply to schools taught in one-story houses.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 6th day of March, 1925.

1925, c. 130.

AN ACT TO PROTECT SCHOOL CHILDREN RIDING IN PUBLIC SCHOOL BUSSES UPON THE PUBLIC ROADS AND HIGHWAYS OF THE STATE.

The General Assembly of North Carolina do enact:

SECTION 1. That no person operating any motor vehicle on the public roads shall pass, or attempt to pass, any public school bus while the same is standing on the said public roads taking on or putting off school children, without first bringing said motor vehicle to a full stop at a distance not less than fifty feet from the said school bus.

SEC. 2. That any person violating the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be fined not to exceed fifty dollars, or imprisoned not to exceed thirty days.

SEC. 3. That all laws and clauses of laws in conflict with the act are hereby repealed.

SEC. 4. That this act shall be in force and effect from and after its ratification.

Ratified this the 10th day of March, 1925.

1925, c. 265.

AN ACT TO REGULATE THE SPEED OF BUSSES CARRYING SCHOOL CHILDREN.

The General Assembly of North Carolina do enact:

SECTION 1. That any person operating a bus carrying school children to or from the schools of this State who shall travel at a greater rate of speed than twenty-five miles per hour along any public street or public highway in the State of North Carolina shall be guilty of a misdemeanor, and shall be punished by a fine not in excess of the sum of fifty dollars.

SEC. 2. That this act shall be in force from and after its ratification.

Ratified this the 10th day of March, 1925.

1925, c. 297.

AN ACT TO PROVIDE FOR RECORDING IN THE OFFICE OF THE STATE AUDITOR STATEMENTS CONCERNING BONDS AND NOTES OF COUNTIES, TOWNSHIPS, SCHOOL DISTRICTS, MUNICIPAL CORPORATIONS, AND TAXING DISTRICTS, AND MAKING EFFECTUAL THE MEANS OF PAYMENT PROVIDED FOR SAID SECURITIES AND TO PROVIDE FOR SUPERVISION OF SUCH MEANS BY THE STATE AUDITOR, AND MAKING NONCOMPLIANCE WITH CERTAIN PARTS OF THIS ACT A MISDEMEANOR AND VIOLATION OF CERTAIN PARTS THEREOF A FELONY AND PROVIDING PENALTIES AND REPEALING CHAPTER 100, PUBLIC LAWS OF 1925.

Whereas, the default in payment for a single day of the interest or principal of bonds or notes issued by any county, township, school district, municipal corporation, or taxing district results not only in discredit to the obliger but is often interpreted by bondholders and investors as a reflection upon the credit of the State itself and all of its municipalities and political subdivisions; and

Whereas, in order to remedy such conditions it is imperative to provide State supervision of the means and methods for payment of such principal and interest promptly as the same fall due; now, therefore,

The General Assembly of North Carolina do enact:

SECTION 1. This act shall be known and may be cited as "The Public Securities Recording Act."

SEC. 2. On or before July first, one thousand nine hundred and twenty-seven, it shall be the duty of the clerk or secretary or other recording officer of each board in the State of North Carolina which shall theretofore have authorized the issuance of county, township, school district, taxing district or municipal bonds or notes, except as otherwise provided in section three of this act, to file with the State Auditor a statement giving the name and amount of such bonds or notes then outstanding, regardless of what may have been the time fixed for the payment thereof, and giving also their date, the time fixed for payment of principal and interest, the rate of interest, the place or places at which the principal and interest are payable, the denomination and the purpose of issuance. The statement shall also contain the name of the board in which is vested the authority and power to levy the taxes for the payment of the principal and interest of said bonds or notes, and a reference to the law under which said bonds or notes are issued. The State Auditor shall record the substance of such statements in a book or books to be provided for that purpose.

SEC. 3. In all cases in which such statements have heretofore been filed with the State Auditor, no further statements as to the same bonds or notes shall be required to be filed under this act; and in order to acquaint the officers required to file such statements with the facts as to previous filing, it shall be the duty of the State Auditor, not later than May first, nineteen hundred and twenty-seven, to cause to be printed a list or lists giving such description as he may deem necessary and sufficient of all bonds and notes which have been covered by statements filed prior to his printing of such lists, and to mail such printed list or lists, or such part thereof as the State Auditor may deem necessary and sufficient, to each officer required to file statements under section two of this act, together with a copy of this act and a statement of the duty of such officer under secion two of this act.

SEC. 4. It shall be the duty of the recording officer of every governing body or board which shall hereafter authorize any bonds or notes of a county, township, school district, municipality or taxing district, regardless of what may be the time fixed for the payment thereof, to file with the State Auditor a statement giving the name and amount of the bonds or notes so authorized, their date, the time fixed for payment of principal and interest, the rate of interest, the place or places at which the principal and interest will be payable, the denomination, and the purpose of issuance, the said statement shall also contain the name of the board in which is vested the authority and power to levy the taxes for the payment of the principal and interest of such bonds or notes, and a reference to the law under which such bonds or notes are to be issued, and shall recite that all proceedings of the governing body or board in authorizing such bonds or notes have been prior to such statement and then are correctly recorded in a bound book containing minutes and proceedings of such body or board. Such statement of bonds or notes maturing one year or less than one year after the date of such bonds or notes, shall be filed not later than thirty days after the delivery thereof for value, but if such bonds or notes have a maturity of more than one year from their date or have no fixed maturity, such statement shall be filed before any of such bonds or notes are delivered for value, and no such bonds or notes maturing after one year from their date or having no fixed maturity shall be valid until such statement shall have been filed. The State Auditor shall record the substance of such statements in a book or books to be provided for that purpose, and upon request of such recording officer shall issue certificate to the effect that the statement required by this act has been filed, and such certificate shall be conclusive evidence of the fact of filing in any action or dispute in relation to the validity of such bonds or notes. It shall be the further duty of such recording officer to make and keep in a permanent record book a complete record of all such bonds and notes as and when the same are issued, such record to contain at least the information herein required to be furnished by such recording officer to the State Auditor, whose duty it shall be to furnish to every such recording officer information and forms for such record, but it shall not be obligatory upon any such recording officer to use the forms so furnished if other forms to be used by which the provisions of this section may be complied with.

Sec. 5. It shall be the duty of the State Auditor to prepare and furnish to all counties, townships, school districts, taxing districts and municipal corporations throughout the State blank forms upon which such statements may be made, and to keep the statements made pursuant to this law in proper file properly indexed.

Sec. 6. It shall be the further duty of the State Auditor to mail to the recording officer of each board having the power to levy taxes for the payment of the principal or interest of the obligation as to which statements have been so filed, at least thirty days before the time for the levy of taxes in each year, a statement of the amount to be provided by taxation or otherwise for the payment of the interest accruing upon such bonds or notes within the following year and for the payment of the bonds then maturing.

Sec. 7. It shall be the further duty of the State Auditor to mail to the treasurer or other disbursing officer of every county, township, school district, municipality and taxing district as to which statements have been so filed, at least thirty days before each date upon which any installment of principal or interest of bonds or notes described in any such statement becomes payable, a statement of the amount of such payment to be made and the place of payment and a reference to the obligation upon which such payment is required.

Sec. 8. If any board whose duty it shall be to provide for the payment by taxation, or otherwise, of the principal or interest of any such bonds or notes mentioned in sections two and four of this act shall fail or refuse to make provision for such payment by the levy of such taxes as are authorized to be levied therefor, or otherwise, at or before the time provided for such tax levy, or to make other legal provision for payment, any member thereof who shall be present at the time for such levy or provision who shall not have voted in favor thereof, or who shall not have caused his request that such tax levy or provision be made to be recorded in the minutes of the meeting, shall be guilty of a misdemeanor and shall be fined not more than one thousand ($1,000) dollars or imprisoned not longer than one (1) year, or both, in the discretion of the court.

Sec. 9. If any officer whose duty it shall be to pay any of such principal or interest or to remit for such payment to the promised place for the payment thereof shall have funds for such payment at his disposal but shall fail or refuse so to do in sufficient time and in sufficient amount for such payment, whether or not such payment or remission for payment shall have been ordered or forbidden by any board or officer, the officer so failing or refusing shall be guilty of a misdemeanor and shall be fined not more than five hundred ($500) dollars or imprisoned not longer than six (6) months, or both, in the discretion of the court.

Sec. 10. Any member of any board who shall knowingly vote for any appropriation of money raised by taxation or otherwise for the payment of the interest and principal or sinking fund of any such bonds or notes to any other purpose until all of such principal and interest shall have been paid, and any disbursing officer who shall knowingly pay out any of such money for any other purpose than the payment of such principal and interest until all of such interest and principal shall have been paid, whether or not such payment shall have been ordered or forbidden by any board or officer shall be guilty of a felony and be fined not more than five thousand ($5,000) dollars or imprisoned not more than five (5) years, or both, in the discretion of the court.

Sec. 11. If any officer whose duty it shall be to file any statement required by section two of this act shall fail or refuse to file such statement by July the first, nineteen hundred and twenty-seven, or if any officer whose duty it shall be to file any statement required by section four of this act or to make and keep any record required by this act shall fail or refuse to file such statement or to make and keep such record within the time prescribed therefor by this act, the officer so failing or refusing shall be guilty of a misdemeanor and shall be fined not more than five hundred ($500) dollars or imprisoned not longer than six (6) months, or both, in the discretion of the court.

Sec. 12. If any officer of whom duties are required by this act, shall knowingly make or certify any false statement in any certificate or statement required by this act, he shall be guilty of a misdemeanor and shall be fined not more than one thousand ($1,000) dollars or imprisoned not longer than one (1) year, or both, in the discretion of the court.

Sec. 13. If the State Auditor or any officer or any member of a board upon whom duties are imposed by this act, shall violate the same or any part thereof, or shall fail to comply with the same or any part thereof, such State Auditor, officer or member, in addition to the pains and penalties herein above provided as to such officer or member, shall forfeit and pay to the State of North Carolina for the benefit of the School Fund of the State the amount of two hundred ($200) dollars for each such violation or failure, to be recoverable by suit. If the State Auditor shall have knowledge of any such violation or failure on the part of any such officer or member, or if the same shall be brought to his attention, it shall be the duty of the State Auditor to bring the same to the attention of the solicitor of the proper district. It shall be the duty of such solicitors to prosecute the State Auditor or any such officer or member within his district. If any solicitor shall fail so to prosecute, the Attorney General shall prosecute.

SEC. 14. The statements which the State Auditor is herein required to mail under sections five and six and seven of this act shall be accompanied by statements of the provisions of this act as to penalties and forfeitures and misdemeanors and felonies.

SEC. 15. All laws or parts of laws in conflict herewith are hereby repealed, and especially chapter 100, Public Laws of 1925, but such repeal shall not have the effect of reviving chapter 1, Public Laws of 1921, Extra Session, or chapter 123, Public Laws of 1923.

SEC. 16. This act shall be in force from and after its ratification.

Ratified this 9th day of March, 1927.

1927, c. —.

AN ACT TO PROVIDE FOR REGISTRATION IN THE NAME OF THE OWNER OF BONDS OF COUNTIES, CITIES, TOWNS, SCHOOL DISTRICTS, AND SCHOOL TAXING DISTRICTS.

The General Assembly of North Carolina do enact:

SECTION 1. That this act shall be known as "The Municipal Bond Registration Act."

SEC. 2. That each county, city, town, school district and school taxing district which has issued or shall hereafter issue bonds in its own name, and each county, city, and town which has issued or shall hereafter issue bonds in behalf of a school district or school taxing district, is hereby authorized to keep in the office of its treasurer or financial agent or its clerk, or in the office of the bank or trust company appointed by its governing body as bond registrar, a register or registers for the registration as to principal of such bonds in the name of the owner thereof, in which it may register any such bond as to principal at the time of its issue, or at the request of the holder thereafter. Such registration shall not affect the payment of interest, but such interest shall continue to be made upon the presentation and surrender of interest coupons if issued, but after such registration as to principal, the principal shall be payable to the person in whose name registered or to the person in whose name the bonds registered may be transferred on such register by the registered owner in person or by attorney, upon presentation to the bond registrar, accompanied by delivery of a written instrument of transfer in a form approved by the bond registrar, executed by the registered owner: *Provided, however*, that a registered bond may be discharged from registry by a transfer to bearer registered as herein provided. Upon the registration or transfer of a bond as aforesaid, the bond registrar shall note such registration or transfer on the back of the bond.

SEC. 3. That the powers herein granted are not in substitution of existing powers but in addition thereto.

SEC. 4. That this act shall be in force and effect from and after its ratification.

Ratified this the 6th day of March, 1925.

1925, c. 129.

AN ACT TO AUTHORIZE DISBURSING OFFICERS OF COUNTIES, CITIES, TOWNS, TOWNSHIPS, SCHOOL DISTRICTS, AND SCHOOL TAXING DISTRICTS TO PAY AND TO CONTRACT TO PAY FISCAL AGENCY FEES FOR THE PAYMENT OF BONDS AND COUPONS.

The General Assembly of North Carolina do enact:

SECTION 1. That this act shall be known as "The Municipal Fiscal Agency Act."

SEC. 2. That whenever any county, city, town, township, school district or school taxing district is or shall be authorized or permitted to make payments of bonds or coupons issued by it or in its behalf at any place other than within such county, city, town, township, school district or school taxing district, and such bonds or coupons are by their terms payable at such other place, it shall be lawful for the officer disbursing the funds for such payment to pay the reasonable fees of the bank, trust company or other agency making payment at such place, and to agree to pay such fees at a fixed rate throughout the term of the bonds as to which such payment is to be made at such place, but no fee in excess of one-fourth of one per cent of the amount of interest paid and one-eighth of one per cent of the amount of principal paid shall be deemed reasonable.

SEC. 3. That this act shall be in force and effect from and after its ratification.

Ratified this the 9th day of March, 1925.

1925, c. 195.

AN ACT TO PROVIDE FOR THE ADMINISTRATION OF THE FISCAL AFFAIRS OF COUNTIES.

The General Assembly of North Carolina do enact:

SECTION 1. This act shall be known and may be cited as "The County Fiscal Control Act."

SEC. 2. In this act, unless the context otherwise requires, certain words and expressions have the following meanings:

(a) "Subdivision" means a township, school district, school taxing district, or other political corporation or subdivision within a county, including drainage and other districts, the taxes for which (taxes as here and elsewhere used in this act include special assessments) are under the law levied by the board of county commissioners of the county.

(b) "Debt Service" means the payment of principal and interest of bonds and notes as such principal or interest falls due, and the payments of moneys required to be paid into sinking funds.

(c) "Constitutional School Maintenance" means the maintenance of schools for the six months term required by the State Constitution.

(d) "Department" means any division of county functions or activities.

(e) "Department Head" means the principal officer of any office, board, commission, institution, or branch of the county government in charge of a department.

(f) The "Fiscal Year" is the annual period for the compilation of fiscal operations, and begins on the first day of July and ends on the thirtieth day of June.

(g) "Surplus Revenues" means revenues in excess of the estimated revenues against which an appropriation is made, and arises when actual revenues exceed estimated revenues at the end of a fiscal year.

(h) "Unencumbered Balance" means the balance of an appropriation after charging thereto all obligations for goods and services and all contracts or agreements payable from the appropriation, and all payments made from the appropriation except payments of such obligations, contracts, or agreements already charged against the appropriation.

(i) "Fund" means the separate fund or account provided for a distinct function of government, as such functions are shown in (j) below.

(j) The funds required by this act are funds for each of the following functions of government:

(1) Current operating expense of the county.

(2) Constitutional school maintenance.

(3) County-wide school expenses over and above constitutional school maintenance.

(4) County debt service.

(5) County roads.

(6) Each special purpose to which the General Assembly has given its special approval, separately stated.

(7) Debt service of each subdivision, separately stated.

(8) Maintenance of each subdivision, separately stated.

(9) Permanent improvements in each subdivision, separately stated.

Sec. 3. It shall be the duty of the board of county commissioners in each county in the State, on or before the first Monday in April, one thousand nine hundred and twenty-seven, and biennially thereafter, to appoint some person of honesty and ability, who is experienced in modern methods of accounting, as county accountant, to hold such office at the will of the board, or until the appointment of his successor; but in lieu of appointing a county accountant in counties in which there is an auditor, the board shall impose and confer upon the county auditor all the powers and duties herein imposed and conferred upon county accountants, and in any county of the State in which there is no auditor, the board may impose and confer such powers and duties upon any county officer, except the sheriff or the tax collector or the county treasurer, or any person or bank acting as county financial agent or performing the duties ordinarily performed by a county treasurer or county financial agent. If such duties and powers are imposed or conferred upon any officer of the county, the board may revise and adjust the salary or compensation of such officer in order that adequate compensation may be paid to him for the duties of his office. Wherever in this act reference is made to the county accountant, such reference shall be deemed to include either the person appointed as county accountant or the officer upon which the duties thereof are imposed.

Sec. 4. In addition to the duties imposed and powers conferred upon the county accountant by this act, he shall have the following duties and powers:

(a) He shall act as accountant for the county and subdivisions in settling with all county officers.

(b) He shall keep a record of the date, source, and amount of each item of receipts, and the date, the payee or contractor, the specific purpose, and the amount of every disbursement or contract made.

(c) He shall require every officer and department receiving or disbursing money of the county or its subdivisions to keep a record of the date, source, and amount of each item of receipts, and the date, the payee or contractor, the specific purpose, and the amount of every disbursement or contract made, and shall require the officer or department to keep a copy of such contract.

(d) He shall examine once a month, and at such other times as the board may direct, all books, accounts, receipts, vouchers, and other records of all county officers and employees and departments of the county administration receiving or expending public money, including the road commission, if there is such commission in the county, the county board of education and other subdivisions.

(e) He shall require all officers and employees in the county whose duty it is to collect fines, penalties, and other money to be applied to public purposes, to file with him each month, or oftener if the board so directs, a report showing amounts collected by such officers, including a report of all fees collected for the performance of their duties, whether they are entitled to such fees as the whole or a part of their compensation, or are not entitled to the same.

(f) He shall once a year, or as often as he may be directed by the board of county commissioners, file with the board a complete statement of the financial condition of the county and subdivisions, showing the receipts and expenditures of the different departments of the county and its subdivisions, including the department of public roads and the department of public schools.

(g) He shall advise with the different officers and departments of the county and with State officers as to the best and most convenient method of keeping accounts, and he shall inform himself as to the best and simplest methods of keeping accounts, so as to bring about as far as possible a simple, accurate, and uniform system of keeping accounts of the county and subdivisions. He shall not allow any bill or claim unless the same be itemized and verified as now required by law.

(h) He shall perform such other duties having relation to the purposes of this act as may be imposed upon him by the board of county commissioners.

SEC. 5. It shall be the duty of all heads of departments and officers in charge of the functions for which county money or money of subdivision is to be expended to file with the county accountant, before the first day of June of each year: (*a*) a complete statement of the amounts expended and estimated to be expended for each object in his department in the current fiscal year, and (*b*) beginning in the year one thousand nine hundred and twenty-eight, a statement of the amounts expended for each object in his department in the fiscal year preceding the then current fiscal year, and (*c*) an estimate of the requirements of his department for each object in the ensuing fiscal year. Such statements and estimates shall list each object of disbursement under the appropriate class of functions as defined in section two of this act.

SEC. 6. Upon receipt of such statements and estimates, the county accountant shall prepare: (*a*) his estimate of the amounts necessary to be appropriated for the next ensuing fiscal year for the different objects of the county and subdivisions, listing each object of disbursement under the appropriate class of functions as defined in section two of this act, which estimate shall include the full amount of any deficit in any fund, and may include an emergency estimate for each fund not greater than 5 per cent in excess of other estimates for such fund, and (*b*) an itemized estimate of the revenue to be available during the ensuing fiscal year, separating revenue from taxation from revenue from other sources, classifying the same under proper funds as defined in section two of this act, and (*c*) an estimate of the amount of unencumbered and surplus revenues of the current fiscal year in each fund. Such estimates and statements of the county accountant shall be termed the "Budget Estimate," and shall be submitted to the board not later than the first Monday of July of each year.

SEC. 7. Immediately upon the submission of the budget estimate, and at least twenty days before the adoption of the appropriation resolution, the board shall: (*a*) file the budget estimate in the office of the clerk of the board, where it shall remain for public inspection, and (*b*) furnish a copy of the budget estimate to each newspaper published in the county, and (*c*) cause to be published in at least one newspaper published in the county a summary of the budget estimate, showing at least the total appropriation recommended for each separate fund or function as defined in section two of this act: *Provided, however*, that if no newspaper be published in the county, such summary shall be posted at the courthouse door and at least three other public places in the county at least twenty days before the passage of the appropriation resolution.

SEC. 8. It shall be the duty of the board of county commissioners, not later than the fourth Monday in July in each year, to adopt and record on its minutes an appropriation resolution, the form of which shall be prescribed by the county accountant, which resolution shall make appropriations for the several purposes of the county and subdivisions thereof, upon the basis of the estimates and statements submitted by the county accountant, such sums as the board may deem sufficient and proper, whether greater or less than the recommendations of the budget estimates: *Provided, however*, that (*a*) no appropriation recommended by the county accountant for debt service shall be reduced, and (*b*) the powers given by the general law to the county board of education and county commissioners jointly, in respect to the determination of the amount to be raised or expended for the maintenance of the six months school term, shall be observed by the county accountant and by the board of county commissioners, and (*c*) the board shall appropriate the full amount of all lawful deficits reported in the budget estimate not funded as provided by law, and (*d*) no appropriation shall be made in excess of the amount which may be raised under any constitutional or statutory limits of taxation.

SEC. 9. A copy of the appropriation resolution shall be filed with the county treasurer or other officer or agent performing the functions ordinarily assigned to the county treasurer, and another copy thereof shall be filed with the county accountant, both copies as so filed to be kept on file for their direction in the disbursement of county funds.

SEC. 10. As soon as practicable after the first Monday in July, and before any levy of taxes is made, the county accountant shall submit to the board a supplemental budget showing: (*a*) the amount of any increase or decrease in each item of (1) deficits and (2) unencumbered balances and (3) surplus revenues as reported by him in the budget estimate, and (*b*) the amount of miscellaneous revenues collected in the preceding year from sources other than taxation, this amount to be separately classified as to funds and functions, and (*c*) an estimate of the amount of taxes for the current fiscal year which will not be collected in the same year, such estimate to be an average computed mathematically by adding together the amount of the taxes of each of the three preceding fiscal years which remained unpaid at the end of such fiscal years, respectively, including land sales to the county, and dividing the sum thereof by three. Upon the submission of the figures showing increase or decrease in deficits, the appropriation resolution shall be deemed automatically amended by adding such increase to or subtracting such decrease from the amount appropriated for the fund or function to which such deficit pertains, and it shall be the duty of the clerk to record the amount of increase or decrease on the margin of the recorded appropriation resolution. The figures of the supplemental budget showing increases or decreases in unencumbered balances and surplus revenues, and showing the amount of miscellaneous revenues collected in the preceding fiscal year from sources other than taxes, and showing the estimate of taxes uncollectible in the current fiscal year, shall not affect the appropriation resolutions, but shall be taken into consideration in the levy of taxes as hereinafter provided.

SEC. 11. Simultaneously with the submission of the supplemental budget, the county accountant shall prepare and cause to be published in a newspaper published in the county, or if no newspaper be published in the county, then by posting at the courthouse door and at least three other public places in the county, a statement of the financial condition of the county, containing such figures and information as the county accountant may consider it advisable to publish, which statement as so published or posted shall contain the figures showing at least the following items:

(a) The assessed valuation for the current year, unless the same shall not have been finally ascertained, in which case the assessed valuation of the preceding year shall be given.

(b) An itemized statement of the debt of the county and its subdivisions.

(c) The amount and rate of the taxation levied for the preceding fiscal year, whether collected or not.

(d) Amount of taxs, including land sales, for each of the three preceding fiscal years which remained uncollected at the end of such years, respectively, and the average thereof, and the amount of such uncollected taxes which were collected by the close of the preceding fiscal year.

(e) Miscellaneous revenue other than taxation for the preceding fiscal year.

(f) Deficits, if any, in all county funds in the aggregate for the preceding fiscal year.

(g) Such deficits for each subdivision of the county.

(h) Surplus revenues of the county, and separately stated, of each of the subdivisions of the county for the preceding year.

(i) Unencumbered balances of the county, and separately stated, of each of the subdivisions of the county for the preceding year.

(j) The rate of taxation for county purposes and the rate for each subdivision which he estimates it will be necessary to levy in the current fiscal year, these rates to be computed as is provided in section twelve of this act for computation of rates by the board of county commissioners.

SEC. 12. As soon as may be practicable after the passage of the appropriation resolution and the automatic amendment thereof, which is hereinabove provided, and after the ascertainment of the assessed valuation of property for taxation, but not later than Wednesday after the third Monday in August of each year, the board of county commissioners, by resolution to be recorded in its minutes, shall levy upon all the taxable property in the county, in the case of county appropriations, and upon all the taxable property of each subdivision in the case of appropriations for subdivisions, such rate of tax as may be necessary to produce: (*a*) the sum appropriated, and (*b*) the amount of the supplemental budget estimate of taxes which will not be collectible in the current fiscal year, after taking into consideration the figures contained in the budget estimate and supplemental budget showing surplus revenues and unencumbered balances carried over from the preceding fiscal year and the estimated miscellaneous revenues from other sources than taxation; but for the purpose of this computation the board shall not estimate miscellaneous revenues at a figure greater than ten per cent (10%) more than the actual receipts from miscellaneous revenues in the preceding fiscal year, as reported by the county accountant in the supplemental budget.

SEC. 13. No appropriation made by the appropriation resolution, except an appropriation for general county expenses, shall be transferred from one fund to another fund, and no appropriation for general county expenses shall be transferred to any fund of any subdivision of the county, or vice versa. No appropriation for general county expenses shall be transferred, except upon the passage and recording of a resolution of the board of county commissioners ordering such transfer, and copies of such resolutions shall be furnished to the county accountant and to the head of each department to which or from which such transfer shall be made.

SEC. 14. In the interval between the beginning of the fiscal year and the adoption of the annual appropriation resolution the board may make appropriations for the purpose of paying fixed salaries, the principal and interest of indebtedness, the stated compensation of officers and employees, and for the usual ordinary expenses of the county and its subdivisions, which appropriations so made shall be chargeable to the several appropriations, respectively, thereafter made in the annual appropriation resolution for that year.

SEC. 15. No contract or agreement requiring the payment of money, or requisition for supplies or materials, shall be made, and no warrant or order for the payment of money shall be drawn upon the treasury of the county, or a subdivision, unless provision for the payment thereof has been made by (*a*) an appropriation resolution as provided by this act, or (*b*) through the means of bonds or notes duly authorized by the General Assembly and by the board of county commissioners, and further authorized in all cases required by law or by the Constitution, by a vote of qualified voters or taxpayers, or otherwise; nor shall such contract, agreement or requisition be made unless the unencumbered balance of such appropriation or provision remains sufficient for such payment. No contract or agreement or requisition requiring the payment of money shall be valid unless the same be in writing, and unless the same shall have printed, written, or typewritten thereon a statement signed by the county accountant, as follows: "Provision for the payment of the moneys to fall due under this agreement has been made by appropriation duly made or by bonds or notes duly authorized, as required by the 'County Fiscal Control Act.'" Such certificate shall not however, make valid any agreement or contract made in violation of this section. Before making such certificate, the county accountant shall ascertain that a sufficient unencumbered balance of the specific appropriation remains for the payment of the obligation, or that bonds or notes have been so authorized the proceeds of which are applicable to such payment, and the appropriation or provision so made shall thereafter be deemed unencumbered by the amount to be paid on such contract or agreement until the county is discharged therefrom.

Sec. 16. No claim against the county or any subdivision shall be paid except by means of a warrant or order on the county treasurer or county depository, signed by the head of the department for which the expense was incurred, nor unless the bill or claim for which the warrant or order is given shall have been presented to and approved by the county accountant, or in case of his disapproval of such claim or bill, by the board of county commissioners. The board shall not approve any claim or bill which has been disallowed by the county accountant without entering upon the minutes of the board its reason for approving the same in such detail as may show the board's reason for reversing the county accountant's disallowance. No warrant or order, except a warrant or order for payment of maturing bonds, notes, or interest coupons thereto appertaining, shall be valid unless the same shall bear the signature of the county accountant below a statement which he shall cause to be written, printed, or typewritten thereon containing the words: "Provision for the payment of this warrant (or order) has been made by an appropriation duly made or a bond or note duly authorized, as required by the 'County Fiscal Control Act.'"

Sec. 17. Accounts shall be kept by the county accountant for each object of appropriation, which objects shall be classified under the various funds as defined in section two of this act, and every warrant or order upon the county treasury shall state specifically against which of such funds the warrant or order is drawn; such account shall show in detail the amount appropriated thereto, the amount drawn thereupon, the unpaid obligations charged against it, and the unencumbered balance to the credit thereof.

Sec. 18. The county accountant shall furnish bond in some surety company authorized to do business in North Carolina, the amount to be fixed by the board of commissioners in a sum not less than five thousand dollars ($5,000.00), which bond shall be approved by the board of county commissioners, and shall be conditioned for the faithful performance of his duties under this act.

SEC. 19. Every public officer and employee whose duty it is to collect or receive any funds or money belonging to any county or subdivision thereof shall daily deposit the same with the county treasurer or in some bank, banks, or trust company designated by the board of commissioners, in the name of the county and of the fund to which it is applied, and shall report the same daily to the county accountant by means of duplicate deposit ticket signed by the depositary. If there is no treasurer or designated depositary in the county, then the board of commissioners may allow such deposits to be made every three days in some depository outside of the county. If such officer or employee collects or receives such public moneys for a taxing district of which he is not an officer or employee, he shall, during Saturday of each week, pay to the proper officer of such district the amount so collected or received during the current week, and take receipt therefor.

The board of commissioners is hereby authorized and empowered to select and designate annually, by recorded resolution, some bank or banks or trust company in this State as an official depository of the funds of the county, and the county commissioners shall require of such depository a bond in some surety company authorized to do business in North Carolina in an amount sufficient to protect such deposits, but in no event not less than the average daily bank balance of the county for the preceding year; but the board may at any time require an additional bond, in its discretion.

It shall be the duty of the board of commissioners to provide by recorded resolution for interest to be paid on public deposits at a rate to be determined by the board of commissioners. It shall be unlawful for any public moneys to be deposited by any officer, employee, or department, in any place, bank, or trust company other than those selected and designated as official depositories. Any person or corporation violating the provisions of this section or aiding or abetting in such violation shall be guilty of a misdemeanor and punished by fine or imprisonment, or both, in the discretion of the court.

SEC. 20. If a county accountant shall knowingly certify any contract, agreement, or warrant in violation of the requirements of this act, or approve any fraudulent, erroneous, or otherwise invalid claim or bill, or make any statement required by this act, knowing the same to be false, or shall willfully fail to perform any duties imposed upon him by this act, he shall be guilty of a misdemeanor and punishable for each offense by a fine of not less than fifty dollars ($50.00) or imprisonment for not less than twenty (20) days, or both fine and imprisonment in the discretion of the court, and shall be liable on his bond for all damages caused by such violation or failure.

SEC. 21. If any county officer or head of a department or other official or person of whom duties are required by this act shall willfully violate any part of this act, or shall willfully fail to perform any such duties, he shall be liable for all damages caused thereby.

SEC. 22. The recovery of all damages allowed by the act may be made in the court having jurisdiction of the suit of the county, any subdivision thereof, or any taxpayer or other person aggrieved.

SEC. 23. It shall be the duty of the chairman of the board of county commissioners to report to the solicitor of the district within which the county lies all facts and circumstances showing the commission of any offense as defined herein, and it shall be the duty of the solicitor to prosecute.

SEC. 24. It is the purpose of this act to provide a uniform system for all counties of the State by which the fiscal affairs of counties and subdivisions thereof may be regulated, to the end that accumulated deficits may be made up, and future deficits prevented, either under the provisions of this act or under the provisions of other laws authorizing the funding of debts and deficits, and to the end that every county in the State may balance its budget and carry out its functions without incurring deficits.

SEC. 25. All laws and parts of laws, whether general, local or special, which are in conflict with this act, are hereby repealed. Nothing herein contained, however, shall require any county now operating under a budget system provided by any local or special act now in force or which may be passed at the Regular Session of the General Assembly of 1927, to abandon any such operation or to comply with this act, but any such county may, in the discretion of its board of commissioners, elect to conduct its procedure under any one or more sections of this act as the board may deem best. All such counties shall nevertheless be subject to the requirements of certain provisions of this act, which are: (*a*) the annual publication of financial information, substantially as required by section 11; (*b*) the adoption of an appropriation resolution which shall appropriate the full amount of all deficits not funded and the full amount required for debt service as required by section 8; (*c*) the annual levy of taxes sufficient to meet all appropriations and the probable amount of uncollectible taxes computed as required by section 12; (*d*) endorsement by some one county officer, who shall either be the county accountant or an officer designated for that purpose by the board, of all contracts, agreements, requisitions, warrants and orders, substantially as provided by sections 15 and 16; (*e*) compliance with all the provisions of section 19, and (*f*) all the provisions of sections 20, 21, 22, and 23 as to penalties, liability for damages and requirements for reporting offenses to the district solicitor, shall apply in all such counties so far as such counties are herein required to comply with this act.

SEC. 26. If any part of this act shall be held unconstitutional, the parts not unconstitutional shall remain in force, and the unconstitutional part shall be regarded as exscinded.

SEC. 27. This act shall be in force from and after its ratification.

Ratified this 7th day of March, 1927.

1927, c —.

AN ACT TO PROVIDE FOR THE ISSUANCE OF BONDS AND NOTES OF COUNTIES, AND FOR PROPERTY TAXATION FOR THE PAYMENT THEREOF, WITH INTEREST.

The General Assembly of North Carolina do enact:

SECTION 1. **Short title.** This act shall be known and may be cited as "The County Finance Act."

SEC. 2. **Meaning of terms.** In this act, unless the context otherwise requires, the words—

"Governing Body" means the board of county commissioners, or the board or body in which the general legislative powers of the entire county are vested.

"Clerk" means the officer acting as clerk of the governing body.

"Necessary Expenses" means the necessary expenses referred to in section seven of Article Seven of the Constitution of North Carolina.

"Published" means printed in a newspaper published in the county, if there be such a newspaper, but otherwise means posted at the courthouse door and in at least three other public places in the county.

"Chief Financial officer" means the county accountant, auditor, or other officer designated or appointed by the governing body to supervise the fiscal affairs of the county, unless such other officer shall be designated by law.

SEC. 3. **Application and construction of act.** This act shall apply to all counties in the State, except as otherwise provided herein. Every provision of this act shall be construed as being qualified by constitutional provisions whenever such construction shall be necessary in order to sustain the constitutionality of any portion of this act.

SEC. 4. **Revenue anticipation loans for ordinary expenses.** Counties may borrow money for the purpose of paying appropriations made for the current fiscal year in anticipation of the collection of the taxes and other revenues of such fiscal year, payable at such time or times, not later than thirty days after the expiration of the current fiscal year, as the governing board may fix. No such loan shall be made if the amount thereof, together with the amount of similar previous loans remaining unpaid, shall exceed 80 per cent of the amount of uncollected taxes and other revenue for the fiscal year in which the loan is made, as estimated by the chief financial officer and certified in writing by him to the governing body.

SEC. 5. **Revenue anticipation loans for debt service.** For the purpose of paying the principal or interest of bonds or notes due or to become due within four months, and not otherwise adequately provided for, any county may borrow money in anticipation of the receipt of either the revenues of the fiscal year in which the loan is made or the revenues of the next succeeding fiscal year, and such loan shall be payable not later than the end of such next succeeding fiscal year.

SEC. 6. **Notes evidencing revenue anticipation loans.** Negotiable notes shall be issued for all moneys borrowed under the two preceding sections, which notes may be renewed from time to time, and money may be borrowed upon new notes from time to time for the payment of any indebtedness evidenced thereby; but all such notes and loans shall mature within the time limited by said two sections for the payment of the original loan. No money shall be borrowed under said sections at a rate of interest exceeding the maximum rate permitted by law. If such notes mature not more than six months after their date, they may be disposed of either by public or private negotiations, after five days notice has been given in some newspaper having a general circulation in the county. If such notes mature more than six months after their date, they shall not be disposed of except in accordance with the provisions of this act governing the disposal of bond anticipation notes maturing more than six months from date. All notes herein provided for shall be authorized by a resolution of the governing body, which shall fix the actual or maximum face amount of the notes and the actual or maximum rate of interest to be paid upon the amount borrowed. The governing body may delegate to any officer the power to fix such face amount and rate of interest within the limitations prescribed by such resolution, and the power to dispose of such notes, which shall be executed under the seal of the county by the chairman and clerk of the board, or by any two officers designated by the board for that purpose, and any interest coupons thereto attached shall be signed with the manual or facsimile signature of said clerk or of any other officer designated by the board for that purpose.

SEC. 7. **Certification of revenue anticipation notes.** No revenue anticipation notes shall be valid unless there shall be written or printed on the face or the reverse thereof a statement signed by the chief financial officer of the county in the words: "This note and all other revenue anticipation notes of the county amount to less than 80 per cent of the amount of uncollected taxes and other revenue for the current year": *Provided, however*, that if such notes are issued under the authority given by section five of this act, said statement may be either in said words or in the words, "This note is issued under section five of the County Finance Act for the payment of principal or interest of bonds or notes."

SEC. 8. **Purposes for which bonds may be issued and taxes levied.** The special approval of the General Assembly is hereby given to the issuance by counties of bonds and notes for the special purposes named in this section, and to the levy of property taxes for the payment of such bonds and notes and interest thereon. Accordingly, authority is hereby given to all counties in the State, under the terms and conditions herein described, to issue bonds and notes, and to levy property taxes for the payment of the same, with interest thereon, for the following purposes, including therein purchase of the necessary land and, in the case of buildings, the necessary equipment.

(a) Erection and purchase of schoolhouses.

(b) Highway construction and reconstruction, including bridges and culverts.

(c) Bridge construction.

(d) Erection and purchase of courthouse and jails, including a public auditorium within and as a part of a courthouse.

(e) Erection and purchase of county homes for the indigent and infirm.

(f) Erection and purchase of hospitals.

(g) Erection and purchase of public auditoriums.

(h) Elimination of grade crossings over railroads and interurban railways, including approaches and damages, when not less than one-half of the cost shall be payable to the county at one time, or from time to time under contract made with a railroad or interurban railway company, the bonds herein authorized to be for the entire cost or any portion thereof.

(i) Acquisition and improvement of lands for public parks and playgrounds.

(j) Funding or refunding of valid indebtedness incurred before July first, one thousand nine hundred and twenty-seven, if such indebtedness be payable at the time of the passage of the order authorizing the bonds or be payable within one year thereafter, or, although payable more than one year thereafter, is to be canceled prior to its maturity and simultaneously with the issuance of the funding or refunding bonds, and all debt not evidenced by bonds which was created for necessary expenses of any county and which remains outstanding at the ratification of this act is hereby validated.

(k) A portion to be determined by the governing body of the cost of construction of bridges at county boundaries, when an adjoining county or municipality, within or without the State, shall have agreed to pay the remaining cost of construction.

(l) A portion to be determined by the governing body of the cost of public buildings constructed or acquired in order that a part of such buildings may be used for a purpose hereinabove expressed when a municipality within the county shall agree to pay the remaining cost.

SEC. 9. **Order of governing body required.** Bonds of a county shall be authorized by an order of the governing body, the term "order" being here used to indicate the order, resolution, or measure which declares that bonds shall be issued, in order to differentiate the same from such subsequent resolution as may be passed in respect of details which such order is not required to contain. Such order shall state:

(a) In brief and general terms, the purpose for which the bonds are to be issued, but not more than one purpose of issue shall be stated, the purposes set forth in any one subsection of section eight of this act to be deemed as one purpose;

(b) The maximum aggregate principal amount of the bonds;

(c) That a tax sufficient to pay the principal and interest of the bonds when due shall be annually levied and collected;

(d) That a statement of the county debt has been filed with the clerk and is open to public inspection;

(e) A clause stating the conditions upon which the order will become effective, and the same shall become effective in accordance with such clause, which clause shall be as follows:

(1) If the bonds are funding or refunding bonds, that the order shall take effect upon its passage, and shall not be submitted to the voters; or

(2) If the bonds are for a purpose other than the payment of necessary expenses, or if the governing body, although not required to obtain the assent of the voters before issuing the bonds, deems it advisable to obtain such assent, that the order shall take effect when approved by the voters of the county at an election as provided in this act; or

(3) In any other case, that the order shall take effect thirty days after the first publication thereof after final passage, unless in the meantime a petition for its submission to the voters is filed under this act, and that in such event it shall take effect when approved by the voters of the county at an election as provided in this act.

SEC. 10. **Order need not specify details of purpose.** In stating the purpose of a bond issue, an order need not specify the location of any improvement or property, or the material of construction.

SEC. 11. **Maturities of Bonds.** All bonds shall mature in annual series as hereinafter provided, and no funding or refunding bonds shall mature after the expiration of the period herein fixed for such bonds, respectively; and no other bonds shall mature after the expiration of the period estimated by the governing body as the life of the improvement for which the bonds are issued, each such period to be computed from a day not later than one year after the passage of the order. Such periods shall not exceed the following for the respective classes of bonds:

(a) Funding bonds, fifteen years.

(b) Refunding bonds, twenty years.

(c) Bridge bonds (including retaining walls and approaches), forty years, unless constructed of wood and in that case, ten years.

(d) Elimination of grade crossings, thirty years.

(e) Lands for public parks and playgrounds, including improvements, buildings, and equipment, forty years.

(f) Highway construction or reconstruction, including bridges and culverts, if the surface—

(1) Is constructed of sand and gravel, five years;

(2) Is of waterbound macadam or penetration process, ten years;

(3) Is of brick, blocks, sheet asphalt, bitulithic or bituminous concrete, laid on a solid foundation, or is of concrete, twenty years.

(g) If, in the order of subsequent resolution, the governing body should be unwilling to provide that the surface of highways to be constructed or reconstructed with the proceeds of bonds shall have any surface described above, it shall be lawful to provide for a different surfacing if the State Highway Commission or the chairman thereof shall certify, and if an order or resolution of the governing body shall recite such certification (which recital shall be conclusive for the purpose of this act) that the surfacing so provided is believed to be of at least equal durability with the surfacing described in one or the other of the three classes of surfacing above described, and in that event the bonds shall not mature later than the period hereinabove provided for such similar surfacing.

(h) Public buildings, if they are—

(1) Of fireproof construction, that is, a building the walls of which are constructed of brick, stone, iron or other hard, incombustible materials, and in which there are no wood beams or lintels, and in which the floors, roofs, stair halls, and public halls are built entirely of brick, stone, iron or other hard, incombustible materials, and in which no woodwork or other inflammable materials are used in any of the partitions, flooring, or ceiling (but the building shall be deemed to be of fireproof construction, notwithstanding that elsewhere than in the stair halls and entrance halls there is wooden flooring supported by wooden sleepers on top of the fireproof floor, and that it contains wooden handrails and treads, made of hardwood, not less than two inches thick), forty years;

(2) Of non-fireproof construction, that is, a building the outer walls of which are constructed of brick, stone, iron or other hard, incombustible materials, but which in any other respect differs from a fireproof building as defined in this section, thirty years;

(3) Of other construction, twenty years.

SEC. 12. **Consolidated bond issues.** It shall be lawful to consolidate into one issue bonds authorized by two or more orders for different purposes, in which event the bonds of such consolidated issue shall mature within the average of the periods estimated as the life of the several improvements, taking into consideration the amount of bonds to be issued on account of each item for which a period shall be estimated.

SEC. 13. **Sworn statement of debt, before authorization of bonds for school purposes.** After the introduction, and at least ten days before the final passage of an order for the issuance of bonds for school purposes, an officer designated by the governing body for that purpose shall file with the clerk a statement of debt incurred and to be incurred for school purposes under orders either introduced or passed, whether evidenced by bonds, notes, or otherwise, and whether incurred by original creation of the debt or by assumption of debt, including debt incurred by the county board of education, and including debt to the State or to any department thereof, but not including obligations incurred to meet appropriations in anticipation of revenues to an amount not exceeding the amount of the last preceding tax levy for school purposes, nor including debt incurred in anticipation of the sale of any kind of bonds except funding and refunding bonds, which statement shall show the following:

(a) The assessed valuation of property as last fixed for county taxation.

(b) Outstanding school debt.

(c) Bonded school debt to be incurred under orders either passed or introduced.

(d) The sum of items "b" and "c."

(e) School sinking funds, being money or investments thereof pledged and held for the payment of principal of outstanding school debt.

(f) School credits, being principal sums owing to the county from school districts which are pledged to and when collected will be used in the retirement of outstanding school debt.

(g) Amount of unissued funding and refunding school bonds included in gross debt.

(h) The sum of items "e" and "f" and "g."

(i) Net school debt, being the sum by which item "d" exceeds item "h."

(j) The percentage that the net school debt bears to said assessed valuation.

SEC. 14. **Sworn statement of debt before authorization of bonds for other than school purposes.** After the introduction, and at least ten days before the final passage of an order for the issuance of bonds for other than school purposes, an officer designated by the governing body for that purpose shall file with the clerk a statement of debt incurred and to be incurred for other than school purposes under orders either introduced or passed, whether evidenced by bonds, notes, or otherwise, and whether incurred by original creation of the debt or by assumption of the debt, including debt to the State or any department thereof, but not including obligations incurred to meet appropriations in anticipation of revenues to an amount not exceeding the amount of the last preceding tax levy for other than school purposes, or including debt incurred in anticipation of the sale of any kind of bonds except funding and refunding bonds, which statement shall show the following:

(a) The assessed valuation of property as last fixed for county taxation.

(b) Outstanding debt for other than school purposes.

(c) Bonded debt to be incurred for other than school purposes under orders either passed or introduced.

(d) The sum of items "b" and "c."

(e) Sinking fund (except school sinking fund), being money or investments thereof pledged and held for the payment of principal of debt outstanding for other than school purposes.

(f) Moneys payable to the county by a railroad or interurban railway company, under contract, as all or part of the cost of grade crossing elimination, if such moneys are pledged to and when collected will be used in the retirement of outstanding debt for other than school purposes.

(g) Amount of unissued funding and refunding bonds not for school purposes included in gross debt.

(h) The sum of items "e," "f," and "g."

(i) Net debt for other than school purposes, being the sum by which item "e" exceeds item "h."

(j) The percentage that the net debt for other than school purposes bears to said assessed valuation.

SEC. 15. **Financial statement filed for inspection.** The sworn statement of debt shall remain on file with the clerk and be open to public inspection. In any action or proceeding in any court involving the validity of bonds, said statement shall be deemed to be true and to comply with the provisions of this act, unless it appears, in an action or proceeding commenced within the time limited by this act for actions to set aside bond orders: first, that the representations contained therein could not by any reasonable method of computation be true; or, second, that a true statement would show that the order authorizing the bonds could not be passed.

SEC. 16. **Publication of bond order.** As soon as possible after the introduction of the order and the filing of the financial statement hereinabove required, the clerk shall publish the order as introduced. Before publishing the same, he shall fix an hour and a day for a public hearing upon the order unless the governing body shall itself have fixed such hour and day. The hour and day, if fixed by the clerk, shall be 10 o'clock a.m. of the first Monday of the following month, if ten days shall elapse between such publication and the day so fixed, but otherwise shall be 10 o'clock a.m. of the first Monday of the next succeeding month. In connection with the publication of the order, and immediately below the same, the clerk shall publish a statement signed by him, with blanks properly filled in substantially the following form:

The foregoing order has been introduced and a sworn statement has been filed under the County Finance Act, showing the assessed valuation of the county to be $————————, and the net debt for school purposes (substitute net debt for other than school purposes if the proposed bonds are for other than school purposes), including the proposed bonds, to be $.......................... A tax will be levied for the payment of the proposed bonds and interest, if the same shall be issued. Any citizen or taxpayer may protest against the issuance of such bonds at a meeting of the board of county commissioners to be held at .... o'clock .... M. ...., 19........, or an adjournment thereof.

....

Clerk of Board of Commissioners.

SEC. 17. **Hearing; passage of order; debt limitations.** On the day so fixed for the public hearing, but not earlier than ten days after the first publication of the order, the governing body shall hear any and all citizens and taxpayers who may desire to protest against the issuance of the bonds, but such hearing may be adjourned from time to time. After such hearing, the governing body may pass the order in the form of its introduction, or in an amended form, but the amount of bonds to be issued shall not be increased by such amendment, nor the purpose of issuance substantially changed without due notice and hearing as above required: *Provided, however,* that no order for the issuance of school bonds shall be passed unless it appears from said sworn statements that the net school indebtedness does not exceed five per cent of said assessed valuation, unless the bonds to be issued are funding or refunding bonds; and no order shall be passed for the issuance of bonds other than school bonds unless it appears from said sworn statement that the net indebtedness for other than school purposes does not exceed five per cent of said assessed valuation, unless the bonds to be issued are funding or refunding bonds: *Provided, however,* that if the net school debt of any county shall, on the day this act is ratified, be in excess of four-fifths of the limitation above fixed therefor, such order for the issuance of school bonds may be passed, if the net debt shall not be increased thereby more than two per cent of such assessed valuation; and that if the net debt of any county for other than school purposes shall, on the day this act is ratified, be in excess of the four-fifths of the limitations above fixed therefor, such order may be passed if the net debt for other than school purposes shall not be increased thereby more than two per cent of such assessed valuation: *Provided, further,* that if any county shall assume all outstanding indebtedness for school purposes of every city, town, school district, school taxing district, township or other political subdivision therein, the limit of the net debt of such county for school purposes, including the debt so assumed, shall be eight per cent (8%), and the privilege of creating or assuming an additional gross debt of two per cent (2%) under certain cimcumstances shall not be allowed such county.

SEC. 18. **Material of construction and other details.** The statements as to kind and material of construction, so far as the same constitute conditions upon which maturities of bonds are to be determined under this act, as well as all details of bonds not required to be set forth in the order, may be set forth in resolution or resolutions to be passed on or after the passage of the order and before the issuance of the bonds.

SEC. 19. **Publication of bond order.** A bond order after final passage thereof shall be published once in each of two successive weeks after its final passage. A notice substantially in the following form (the blanks being first properly filled in), with the printed or written signature of the clerk appended thereto, shall be published with the order:

The foregoing order was finally passed on the .... day of ...., 19......, and was first published on the ...... day of ...., 19....... Any action or proceeding questioning the validity of said order must be commenced within thirty days after its first publication.

....

Clerk.

SEC. 20. **Limitation of action to set aside order.** Any action or proceeding in any court to set aside a bond order or to obtain any other relief, upon the ground that the order is invalid, must be commenced within thirty days after the first publication of the notice aforesaid and the order or supposed order referred to in the notice. After the expiration of such period of limitations, no right of action or defense upon the validity of the order shall be asserted, nor shall the validity of the order be open to question in any court upon any ground whatever, except in an action or proceeding commenced within such period.

SEC. 21. **Petition for referendum of bond order.** A petition demanding that a bond order be submitted to the voters may be filed with the clerk within thirty days after the first publication of the order. The petition shall be in writing and signed by voters of the county equal in number to at last fifteen per centum of the total number of votes cast at the last preceding election for the office of Governor. The residence address of each signer shall be written after his signature. The petition need not contain the text of the order to which it refers. The petition need not be all on one sheet, and if on more than one sheet, it shall be verified as to each sheet. The clerk shall investigate the sufficiency of the petition and present it to the governing body with a certificate stating the result of his investigation. The governing body, after hearing any taxpayer who may request to be heard, shall thereupon determine the sufficiency of the petition, and the determination of the governing body shall be conclusive.

SEC. 22. **What majority required.** If a bond order provides for the issuance of bonds for a purpose other than the payment of necessary expenses of the county, the approval of the qualified voters of the county, as required by the Constitution of North Carolina, shall be necessary in order to make the order operative. If, however, the bonds are to be issued for necessary expenses, the affirmative vote of the majority of the voters voting on the bond order shall be sufficient to make it operative, in all cases where the order is required by this act to be submitted to the voters.

SEC. 23. **When election held.** Whenever the taking effect of an order authorizing the issuance of bonds is dependent upon the approval of the order by the voters of a county, the governing body may submit the order to the voters at an election to be held not more than one year after the passage of the order. The governing body may call a special election for that purpose, or may submit the order to the voters at the regular election for county officers next succeeding the passage of the order, but no such special election shall be held within one month before or after a regular election for county officers. Several orders or other matters may be voted upon at the same election.

SEC. 24. **New registration.** The governing body of the county in which such election is held may in their discretion order a new registration of the voters for such election. The books for such new registration shall remain open in each precinct from 9 a.m. to 6 p.m. on each day, except Sundays and holidays for three weeks, beginning on a Saturday morning and ending on the second Saturday evening before the election. A registrar and two judges of election shall be appointed by the governing body for each precinct: *Provided*, that the books shall be open at the polling places on each Saturday during the registration period. Sufficient notice shall be deemed to have been given of such new registration and of the appointment of the election officers if a notice thereof be published at least thirty (30) days before the closing of the registration books, stating the hours and days for registration. It shall not be necessary to specify in said notice the places for registration. In case any registrar shall fail or refuse for any cause to perform his duties, it shall be lawful for the clerk to appoint another person to perform such duties, and no notice of such appointment shall be necessary.

Sec. 25. **Notice of election.** A notice of the election shall be deemed sufficiently published if published once not later than thirty (30) days before the election, and thereafter twice before the election, at intervals of at least one week between publications. Such notice shall state the date of the election, the maximum amount of the proposed bonds and the purpose thereof, and the fact that tax will be levied for the payment thereof. The notice shall state the places at which the election will be held, but without enumeration thereof may state that the election will be held at the same places at which the last preceding election was held for members of the General Assembly, with such changes as may have been ordered by the governing body.

Sec. 26. **Ballots.** The form of the question as stated on the ballot or ballots shall be in substantially the words: "For the order authorizing $........................ bonds (briefly stating the purpose) and a tax therefor," and "Against the order authorizing $...................... bonds (briefly stating the purpose) and a tax therefor." Such affirmative and negative forms may be printed upon separate ballots or both thereof may be printed on one ballot, containing squares opposite the affirmative and the negative forms, in one of which squares the voter may make a mark (X). Ballots so prepared shall be deemed sufficient, but the requirements of this section are not mandatory.

Sec. 27. **Returns canvassed.** The officers appointed to hold the election, in making return of the result thereof, shall incorporate therein not only the number of votes cast for and against each order submitted, but also the number of voters registered and qualified to vote in the election. The governing body shall canvass the returns, and shall include in their canvass the votes cast and the number of voters registered and qualified to vote in the election, and shall determine and declare the result of the elction.

Sec. 28. **Application of other laws.** Except as herein otherwise provided, the registration and election shall be conducted in accordance with the laws then governing elections for members of the General Assembly in said county, and governing the registration of electors for such elections, and the provisions of the Australian Ballot Law shall not apply to registrations and elections under this act.

Sec. 29. **Statement of result.** The governing body shall prepare a statement showing the number of votes cast for and against each order submitted, and the number of voters qualified to vote in the election, and declaring the result of the election, which statement shall be signed by a majority of the members of the governing body and delivered to the clerk, who shall record it in the minutes of the governing body, and file the original in his office and publish it once.

Sec. 30. **Limitation as to actions upon elections.** No right of action or defense founded upon the invalidity of the election shall be asserted nor shall the validity of the election be open to question in any court upon any ground whatever, except in an action or proceeding commenced within thirty days after the publication of such statement of result as provided in section 29 hereof.

Sec. 31. **Preparation for issuing bonds.** At any time after the final passage of a bond order all steps preliminary to the actual issuance of bonds under the order may be taken, but the bonds shall not be actually issued unless and until the order takes effect.

Sec. 32. **Within what time bonds issued.** After a bond order takes effect, bonds may be issued in conformity with its provisions at any time within three years after the order takes effect, unless the order shall have been repealed, which repeal is permitted (without the privilege of referendum upon the question of repeal) unless notes issued in anticipation of the proceeds of the bonds shall be outstanding.

Sec. 33. **Bonded debt payable in installments.** Each bond issue made under this act shall mature in annual installments or series, the first of which, if funding bonds, shall be made payable not more than two years, and if not funding bonds, not more than three years, after the date of the first issued bonds of such issue, and the last within the period prescribed by section 11 of this act for bonds of the class issued. No such installment or series shall be more than two and one-half times as great in amount as the smallest prior installment or series of the same bond issue. If all the bonds of an issue are not issued at the same time, the bonds at any one time outstanding shall mature as aforesaid.

Sec. 34. **Medium and place of payment.** The bonds may be made payable in such kind of money and at such place or places, within or without the State of North Carolina, as the governing body may by resolution provide.

Sec. 35. **Formal execution of bonds.** The bonds shall be issued in such forms as the officer who executes them shall adopt, except as otherwise provided by the governing body. They shall be signed by two or more officers designated by the governing body, or if the governing body makes no such designation, then by the chairman of the governing body and by the clerk, and the corporate seal of county or of the governing body shall be affixed to the bonds. The bonds may have coupons attached for the interest to be paid thereon, which coupons shall bear a facsimile signature of the clerk in office at the date of the bonds or at the date of delivery thereof. The delivery of bonds so executed shall be valid, notwithstanding any change in officers or in the seal of the county occurring after the signing and sealing of the bonds.

Sec. 36. **Registration and transfer of bonds.**

(a) *Bonds payable to bearer.* Bonds issued under this act shall be payable to the bearer unless they are registered as provided in this section, and each coupon appertaining to a bond shall be payable to the bearer of the coupon.

(b) *Registration and effect.* A county may keep in the office of a county officer to be designated by the governing body, or in the office of a bank or trust company appointed by the governing body as bond registrar, a register or registers for the registration and transfer of its bonds, in which it may register any bond at the time of its issue or, at the request of the holder, thereafter. After such registration, the principal and interest of the bond shall be payable to the person in whose name it is registered except in the case of a coupon bond registered as to principal only, in which case the principal shall be payable to such person, unless the bond shall be discharged from registry by being registered as payable to bearer. After registration, a bond may be transferred on such register by the registered owner in person or by attorney, upon presentation to the bond registrar, accompanied by delivery of a written instrument of transfer in a form approved by the bond registrar, executed by the registered owner.

(c) *Registration and transfer noted on bond.* Upon the registration or transfer of a bond as aforesaid, the bond registrar shall note such registration or transfer on the back of the bond. Upon the registration of a coupon bond, as to both principal and interest, he shall also cut off and cancel the coupons, and endorse upon the back of a bond a statement that such coupons have been canceled.

(d) *Agreement for registration.* A county may, by recital in its bonds, agree to register the bonds as to principal only, or agree to register them either as to principal only or as to both principal and interest, at the option of the bondholder.

SEC. 37. **Sale of bonds.** All bonds of a county shall be sold at not less than par, and they shall be sold upon sealed proposals, after advertisement as herein provided, unless the sale is made within thirty days after failure to receive any legally acceptable bid in response to such advertisement. Whenever bonds are to be sold pursuant to advertisement, a notice shall be published at least ten days before the date for receipt of bids, as herein required for other county publications, and in addition thereto a notice shall be published at least ten days before the date fixed for receipt of bids in a financial paper or trade journal published within the State of North Carolina which publishes from time to time notices of the sale of public securities, and also in a financial journal published in New York City, or in a financial or trade journal published in Baltimore, a determination of the governing body that such papers or journals are ones which comply with this requirement to be conclusive. Such notice shall state that the bonds are to be sold upon sealed bids, and shall indicate the amount thereof, the place of sale, and the time of sale or time limited for receipt of proposals. The notice as published in the county and in the financial paper or trade journal published within the State of North Carolina shall also describe the bonds to be sold, and shall state that bidders must present with their bids a certified check upon an incorporated bank or trust company unconditionally, payable to the order of the county or of an executive, financial, or clerical officer thereof, for 2 per cent of the face value of bonds bid for, the purpose of such deposit being to secure the county against any loss resulting from the failure of the bidder to comply with the terms of his bid. Proposals submitted to such notice shall be open in public, and the bonds shall be awarded to the highest bidder, if a fixed rate of interest is named in the notice, or shall be awarded to the highest bidder for the lowest rate upon which a legal offer is made, if the notice states that bidders may bid upon different rates of interest: *Provided, however*, that all bids may be rejected, and if any bid so rejected was legally acceptable, the bonds shall not be sold until after further advertisement as herein provided for the first advertisement.

SEC. 38. **Application of funds.** The proceeds of the sale of bonds and bond anticipation notes under this act shall be used only for the purposes specified in the order authorizing said bonds, and for the payment of the principal and interest of such notes issued in anticipation of the sale of bonds: *Provided, however*, that if for any reason any part of such proceeds are not applied to or are not necessary for such purposes, such unexpended part of the proceeds shall be applied to the payment of the principal or interest of said bonds. The cost of preparing, issuing and marketing bonds shall be deemed to be one of the purposes for which the bonds are issued. If any notes issued in anticipation of the sale of bonds shall be outstanding and unpaid when the proceeds of the sale of bonds are received, such proceeds, or an amount thereof sufficient to retire such notes, shall be immediately, upon the receipt thereof, placed in a separate fund, which shall be held and used solely for the payment of such notes. If any member of the governing body or any county officer shall vote to apply or shall apply, or shall participate in applying any proceeds of bonds or bond anticipation notes in violation of this section, such member or such officer shall be guilty of a felony, and shall be prosecuted by the solicitor of the district in which the county lies, and shall be fined not more than ten thousand dollars ($10,000) or imprisoned in the State's Prison not more than twenty years, or both, at the discretion of the court, and shall forfeit and pay to any taxpayer or any holder of such bonds or notes who sues for the same the sum of two hundred dollars for each such act, and also all damages caused thereby.

SEC. 39. **Bond anticipation loans.** At any time after a bond order has taken effect, as provided in section 9 of this act, a county may borrow money for the purposes for which the bonds are to be issued, in anticipation of the receipts of the proceeds of the sale of bonds, and within the maximum authorized amount of the bond issue. Such loans shall be paid not later than three years after the time of taking effect of the order authorizing the bonds upon which they are predicated. The governing body may, in its discretion, retire any such loans by means of current revenues or other funds, in lieu of retiring them by mean of bonds: *Provided, however*, that the governing body, at or before the actual retirement of any such loan by any means other than the issuance of bonds under the bond order upon which such loan is predicated, shall amend or repeal such order so as to reduce the authorized amount of the bond issue by the amount of the loan to be so retired. Such an amendatory or repealing order shall take effect upon its passage, and need not be published. Negotiable notes shall be issued for all moneys so borrowed. Such notes may be renewed from time to time, and money may be borrowed upon notes from time to time for the payment of any indebtedness evidenced thereby, but all such notes shall mature within the time limited by this section for the payment of the original loan. No money shall be borrowed under this section at a rate of interest exceeding the maximum rate permitted by law. The said notes, if maturing not more than six months from their date, may be disposed of by public or private negotiations, after five days notice published in some newspaper having a general circulation in the county, but if maturing more than six months from date, they shall be sold after advertisement as provided in this act for advertisement and sale of bonds. The issuance of such notes shall be authorized by resolution of the governing body, which shall fix the actual or maximum face amount of the notes and the actual or maximum rate of interest to be paid upon the amount borrowed. The governing body may delegate to any officer the power to fix said face amount and rate of interest with the limitations prescribed by said resolution and the power to dispose of said notes. All such notes shall be executed in the manner provided in section 35 of this act for the execution of bonds. They shall be submitted to and approved by the attorney for the county before they are issued, and his written approval endorsed on the notes.

Sec. 40. **Bonds and notes shall recite the authority for issuance.** All bonds and notes authorized by this act shall recite that they are issued under and pursuant to this act.

Sec. 41. **Taxes levied for payment of bonds.** The full faith and credit of the county shall be deemed to be pledged for the punctual payment of the principal of and interest on every bond and note issued under this act, including bonds for which special funds are provided. The governing body shall annually levy and collect a tax *ad valorem* upon all the taxable property in the county sufficient to pay the principal and interest of all bonds issued under this act as such principal and interest become due: *Provided, however*, that such tax may be reduced by the amount of other moneys appropriated and actually available for such purpose. The powers stated in this section in respect to the levy of taxes for the payment of the principal and interest of bonds and notes shall not be subject to any limitation prescribed by law upon the amount or rate of taxes which a county may levy; the General Assembly does here give its special approval to the levy of taxes in the manner and to the extent provided by this act for the payment of obligations incurred pursuant to this act for the special purposes for which such obligations are in this act authorized. Taxes levied under this section shall be levied and collected in the same manner as other taxes are levied and collected upon property in the county. If any member of the governing body or any county officer shall vote to apply or shall apply or participate in applying any taxes in violation of this section, such member or officer shall be guilty of a felony, and shall be prosecuted by the solicitor of the district in which the county lies, and shall be fined not more than ten thousand dollars ($10,000) or imprisoned in the State Prison not more than twenty years, or both, at the discretion of the court, and shall forfeit and pay to any taxpayer or any holder of such bonds or notes who sues for the same the sum of two hundred dollars for each such act, and also all damages caused thereby.

Sec. 42. **Enforcement of act.** If any boards or officer of a county shall be ordered by a court of competent jurisdiction to levy or collect a tax to pay a judgment or other debt, or to perform any duty required by this act to be performed by such board or officer, and shall fail to carry out such order, the court, in addition to all other remedies, may appoint its own officers and other persons to carry out such order and remove such board or officer who has thus refused to carry out such order.

Sec. 43. **Repeals.** All acts and parts of act, whether general, special, private or local, authorizing or limiting or prohibiting the issuance of bonds or other obligations of a county or counties, are hereby repealed: *Provided further*, that the repeal shall not affect the validity of any bonds or obligations heretofore issued or incurred, nor shall such repeal affect the powers, duties or obligations for providing for the payment of such bonds or obligations or interest thereon: *Provided further*, that this act shall not affect any local or private act enacted at the present session of the General Assembly, but the powers hereby conferred and the methods of procedure hereby provided shall be deemed to be conferred and provided in addition to and not in substitution for those conferred or provided by any such local or private act enacted at the present session of the General Assembly; and any county may at its option proceed under any such local or private act applicable to it enacted at the present session of the General Assembly, without regard to the restrictions imposed by this act, or may proceed under this act without regard to the restrictions imposed by such local or private act: *Provided further*, that any county which, prior to the ratification of this act, has entered into a valid contract for permanent improvements for which, prior to the ratification of this act, such county was empowered by law to issue bonds in sufficient amount, is hereby authorized to issued such an amount of bonds as may be necessary to comply with said contract, either in the manner provided by this act or in the manner provided by law at the time such contract for permanent improvements was made: *Provided further*, that nothing herein contained shall be applicable to or shall govern the method by which any county board of education may borrow money from the special building fund created by chapter 201, Public Laws of 1925, or from any special building fund of the State created by any law enacted at the Regular Session of the General Assembly of 1927, but the limitations of this act upon the amount of net school debt shall apply to such borrowing:

Provided further, that nothing herein contained shall have the effect of repealing any act now in force, or enacted by the session of the General Assembly of one thousand nine hundred twenty-seven, requiring the question of issuing bonds by any county to be submitted to a vote of the people.

Provided, no bonds in Rockingham County and New Hanover shall be issued under the terms of this bill without a majority vote of the qualified voters of Rockingham and New Hanover County, and all local laws of Rockingham County governing the issuing of bonds shall remain in full force and effect, and that the Budget Law of Rockingham and New Hanover County shall remain in full force and effect.

SEC. 44. **Publication and mailing of copies of this act.** Immediately after the ratification of this act, the Secretary of State shall cause to be printed in pamphlet form at least one thousand five hundred copies thereof, and shall cause a copy of such pamphlet to be mailed to the chairman of the governing body and to the clerk and county attorney and county treasurer or county financial officer of each county in this State.

SEC. 45. That this act shall be in force from and after its ratification.

Ratified this the 7th day of March, 1927.

1927, c. —.

AMENDMENTS TO 1923 SCHOOL CODE*

A STANDARD HIGH SCHOOL

SEC. 8. **A Standard high school defined.** A standard high school is defined as a high school that presents the following minimum requirements: A school term of not less than 160 days, four years or grades of work beyond the seventh elementary grade, three teachers holding required certificates, not less than forty-five pupils in average daily attendance, a program of studies approved by the State Superintendent of Public Instruction, and such equipment as may be deemed necessary by the State Superintendent of Public Instruction to make the instruction beneficial to pupils: *Provided, however, that in schools maintaining a nine months term, meeting all other requirements, and offering superior instruction, fewer than forty-five pupils in average daily attendance may be considered.*

C. S. (III), 5392; 1927, c. —, s. 1.

COMMISSIONERS MAY BORROW

SEC. 56. **Authority to borrow.** If the taxes for the current year are not collected when the salaries and other necessary operating expenses come due, and the money is not available for meeting the necessary expenses, it shall be the duty of the county board of *commissioners* to borrow against the amount approved in the budget and to issue short-term notes for the amounts so borrowed. The interest on all such notes shall be provided by the commissioners in addition to the amount approved in the budget, unless this item is specifically taken care of in the budget. But if the county board of education shall willfully create a debt that shall in any other way cause the expenses for the year to exceed the amount authorized in the budget without the approval of the county commissioners, the indebtedness shall not be a valid obligation of the county, and the members of the board responsible for making the debt may be held liable for the same.

C. S. (III), 5464; 1927, c. —, s. 18.

For the authority of the commissioners to borrow for the county board of education, see also s. 189.

DISBURSEMENT OF SCHOOL FUNDS

(Section as Rewritten)

SEC. 58. **The county board of education shall divide the funds belonging to the county into two classes.** (1) *those apportioned to districts for salaries for instructional service and other regular employees and* (2) *those reserved to the county board of education for all other necessary expenses included in the budget under current expense fund, capital outlay fund, and debt service fund.*

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*Amendments are printed in italics.

The treasurer shall pay out funds reserved to the county board of education only on warrants signed by the chairman and secretary of said board. The treasurer shall pay out county funds apportioned to the districts for the six months term, special tax funds, and supplemental funds from other sources only on a properly executed order signed by a majority of the district committee, one of whom shall be the secretary and countersigned by the county superintendent: Provided, however, all supplements on salaries payable during the six months term from local taxes shall be drawn on separate vouchers: Provided, further, that the county board of education may at any time prohibit the district committee from spending illegally the district funds including the special local-tax funds.

C. S. (III, 5466; 1927, c. —, s. 20.

SCHOOL BUILDINGS; ERECTION AND INSPECTION

SEC. 60. **The erection of schoolhouses.** The building of all new schoolhouses and the repairing of all old schoolhouses over which the County Board of Education has jurisdiction, shall be under the control and direction of and by contract with the county board of education. But the board shall not be authorized to invest any money in any new house that is not built in accordance with plans approved by the State Superintendent, nor for more money than is made available for its erection. All contracts for buildings shall be in writing, and all buildings shall be inspected, received, and approved by the county superintendent of public instruction before full payment is made therefor: *Provided,* this section shall not prohibit county boards of education and boards of trustees from having the janitor or any regular employee to repair the buildings.

From any moneys loaned by the State to any one of the several counties for the erection, repair or equipment of school buildings, teacherages and dormitories, the State Board of Education, under such rules as it may deem advisable not inconsistent with the provisions of this article, may retain an amount not to exceed fifteen per cent of the said loan until such completed buildings, erected or repaired, in whole or in part from such loan funds, shall have been approved by such agent as the State Board of Education may designate: Provided, that upon the proper approval of the completed building the State Treasurer, upon requisition of the State Superintendent of Public Instruction, authorized and directed by the State Board of Education, shall pay to the treasurer of the county the remaining part of said loan, together with interest from the date of the loan at a rate not less than three per cent on monthly balances.

C. S. (III), 5468; 1925, c. 221.

CONDEMNATION OF SCHOOL SITES

SEC. 61. **How to secure suitable sites.** The county board of education *or board of trustees of any special charter district* may receive by gift or by purchase suitable sites for schoolhouses or other school buildings. But whenever *any such* board is unable to obtain a suitable site for a school or school building by gift or purchase, the board shall report to the county superintendent of public instruction, who shall, upon five days notice to the owner or owners of the land, apply to the clerk of the Superior Court of the county in which the land is situated for the appointment of three appraisers, who shall lay off by metes and bounds not more than ten acres, and shall assess the value thereof. They shall make a written report of their proceedings, to be signed by them, or by a majority of them, to the clerk within five days of their appointment, who shall enter the same upon the records of the court. The appraisers and officers shall serve without compensation. If the report is confirmed by the clerk, the chairman and the secretary of the board shall issue an order on the treasurer of the county school fund, *or, if a charter district, upon the treasurer of such charter district,* in favor of the owner of the land thus laid off, and upon the payment, or offer of payment, of this order, the title to such land shall vest in fee simple in the corporation. Any person aggrieved by the action of the appraisers may appeal to the Superior Court in term, upon giving bond to secure the board against such costs as may be incurred on account of the appeal not being prosecuted with effect. If the lands sought to be condemned hereunder, or any part of said lands, shall be owned by a nonresident of the State, before the clerk shall appoint appraisers therefor, notice to such nonresident owners shall be given of such proceedings to condemn, by publication for thirty days in some newspaper published in the county, and if no newspaper is published in the county, then by posting such notice at the courthouse door and three other public places in the county for the period of thirty days.

C. S. (III), 5469; Ex. Sess. 1924, c. 121, s. 1.

COUNTY BOARDS MAY AID CHARTER DISTRICTS IN THE ERECTION OF SCHOOLHOUSES

Sec. 64. **Board cannot erect or repair a building unless site is owned by board.** The county board of education shall make no contract for the erection or repair of any school building, unless the site on which it is located is owned by the county board of education, and the deed for the same is properly registered and deposited with the clerk of the court: *Provided, it shall be lawful for the county board of education to borrow from the State Literary or Special Building Funds, for the benefit of special charter districts and to allocate the proceeds of county school building bonds between special charter and county schools in proportion to the respective needs of the charter schools and the county schools at the time when such county bonds are authorized: Provided further, that the title to the site in any special charter district so aided shall be vested in the board of trustees of the charter district.*

C. S. (III), 5472; 1925, c. 180, s. 1.

THE COUNTY-WIDE PLAN

Sec. 73a. **County-wide plan of organization.** The county board of education shall create no new district nor shall it divide or abolish a district, nor shall it consolidate districts or parts of districts, except in accordance with a county-wide plan of organization as follows:

1. The county board of education shall present a diagram or map of the county showing the present location of each district, the position of each, the location of roads, streams and other natural barriers, the number of children in each district, the size and condition of each school building in each district. The county board of education shall then prepare a county-wide plan for the organization of all the schools of the county. This plan shall indicate the proposed changes to be made and how districts or parts of districts are proposed to be consolidated so as to work out a more advantageous school system for the entire county.

2. Before adopting the county-wide plan, the county board of education shall call a meeting of all the school committeemen and the boards of trustees and lay the proposed plan before them for their advice and suggestions. After receiving the advice of the committeemen and trustees, the county board of education shall have authority to adopt a county-wide plan of organization, and no districts or parts of any district, including non-local tax, local tax, and special charter districts hereafter referred to in this article, shall be consolidated or the boundary lines changed, unless the consolidation or the change of boundary lines is in accordance with the adopted county-wide plan of organization: *Provided*, that in the event the county board of education deems it wise to modify or change the adopted plan, the board shall notify the committeemen and interested patrons and give them a hearing if they desire to be heard before any changes shall be made.

The meeting required to be held before the adoption of the county-wide plan shall be called, and the notification required to be given of a contemplated modification or change of an adopted plan shall be given by publication once, at least ten days before the meeting or the hearing, in a newspaper published at the county-seat, of a notice addressed to those affected thereby, giving the hour and day and place of the meeting or the hearing and the purpose thereof, and by the mailing to or serving of like notices upon all committeemen and trustees.

If no newspaper be published in the county-seat, such notice shall be posted at the courthouse door and at a public place in each township in the county ten days prior to such meeting.

No adoption or amendment of such plan shall be held invalid or ineffectual because of any failure to comply with the requirement hereof as to the mailing or service of notice.

3. The county board of education shall have authority to execute the entire plan or any part of the same, but the county board of education shall have no authority to create a debt for the execution of any part of the proposed plan, unless authorized by law, and if the amount necessary to put into operation all or any part of said plan shall be greater than the amount that may be reasonably expected from the Operating and Equipment Fund for this purpose, the amount shall be guaranteed by the districts affected by the execution of the plan, or if the districts do not guarantee the funds the county board of education shall lay the proposed plan before the county commissioners, together with the estimated amount necessary to put the same into operation, and if the amount necessary to carry out all or any part of the proposed plan shall be approved by the county commissioners, the county board of education shall then have the authority to organize the districts in accordance with the county-wide plan.

4. When the proposed county-wide plan is adopted the county board shall notify the committeemen and boards of trustees as to what part of the plan the board proposes to carry out first and in what order the other parts of the plan will be considered, and the preference shall be given to those districts in which the needs are greatest if the funds for providing the equipment are made available.

5. In the event that any child or children of any district or any part of a district are without adequate school advantages and these advantages may be improved by transferring said child or children to a school or schools in adjoining districts, the county board shall have authority to make such a transfer. But this shall not empower the county board of education to abolish or divide a district unless such act shall be in harmony with the county-wide plan of organization. The temporary transfer of such child or children may be made until such time as the county-wide plan will provide more advantageously for them.

C. S. (III), 5481; Ex. Sess. 1924, c. 121, s. 2.

CHANGING BOUNDARIES OF SPECIAL CHARTER DISTRICTS

SEC. 79. **Changing the boundary lines of the special charter districts.** Upon the written petition of the governing body of a special charter district the county board of education is authorized to change the boundary line between special charter districts and local tax districts, and to consolidate local tax districts with a special charter district, but a record shall be made of the petition in the minutes of the governing body of the special charter district and a record shall be made in the minutes of the county board of education, stating that the petition was received and the request was granted. Then the boundary line shall be changed and the consolidation made and properly recorded, and the new boundary line shall be clearly set forth in the minutes of both boards: *Provided, that when the tax rates are not the same, only the lower rate of tax may be levied in the whole territory.*

C. S. (III), 5487; 1925, c. 150, s. 1.

REVENUE FOR THE PUBLIC SCHOOLS

(As Rewritten and Amended)

ART. 13. HOW TO ESTIMATE AMOUNT NECESSARY FOR SIX MONTHS TERM.

SEC. 172. **Duty of county board of education and county commissioners.** It shall be the duty of the county board of education of each county to make a fair estimate in accordance with law of the amount necessary to provide a six months school term, and it shall be the duty of the county commissioners of each county to determine and provide the amount necessary to maintain the schools six months in accordance with law. And either the members of the county board of education or the members of the board of county commissioners failing to perform their respective duties shall be guilty of a misdemeanor, and upon conviction shall be fined or imprisoned in the discretion of the court.

C. S. (III), 5585.

SEC. 173. **The Equalizing Fund.** There is hereby appropriated annually from the State public school fund, as may be otherwise provided by law, an amount sufficient to equalize as near as may be the financial burden of supporting a six months school term in the several counties of the State. This fund shall be designated "The State Equalizing Fund," which shall be apportioned by the State Board of Education to counties needing aid in such a way as to encourage the counties receiving aid to improve their schools by securing efficient organization, administration, supervision, and well trained teachers.

C. S. (III), 5586.

SEC. 174. **The May budget.** The county board of education shall fix a date during the month of May when the school budget for all the schools of the county for the next ensuing year shall be prepared. The county board of education shall notify the board or boards of trustees of the special charter districts to prepare their budgets for the six months school term and present the same at the time fixed by the county board of education for preparing the May budget. Said board shall also notify the chairman of the board of county commissioners at least twenty days before the date of meeting and the school budget for the next ensuing year is to be prepared and that the board of county commissioners or a representative selected by the commissioners is required by law to be present and sit with the county board of education when the May budget is prepared. But if the board of county commissioners or its representative shall fail to attend said meeting after being duly notified, the county board of education shall have authority to proceed and prepare the budget in accordance with the provisions of this article.

If for good and sufficient reason the budget is not completed at the time appointed by the county board for preparing the May budget, said board may appoint a later date and notify the board or boards of trustees and the county commissioners of the later date selected. The budget shall be prepared by the county board of education on blanks provided for that purpose, and it shall set forth the total estimated cost of maintaining all the schools of the county for six months, including the special charter districts, and it shall be subscribed and sworn to by the chairman and secretary of the county board of education and presented to the board of county commissioners on or before the first Monday in June.

C. S. (III), 5595.

SEC. 175. **Contents of the May budget.** *The May budget prepared by the county board of education shall provide three separate school funds (a) a current expense fund, (b) a capital outlay fund, and (c) a debt service fund.*

(*a*) *The current expense fund shall include:* (1) *expenses of general control—per diem of board of education, salaries of superintendent, attendance officer, and clerical assistants, travel and communication, office supplies and expense, and other necessary expenses of general control;* (2) *instructional service—salaries of teachers, principals, and supervisors, and any other necessary items of instruction;* (3) *operation of school plant—wages of janitors and other employees, fuel, water, light and power, janitors' supplies, expenses for care grounds, and other necessary expenses of operation* (4) *maintenance of plant—upkeep of grounds, repair of buildings, repair and replacement of heating, lighting and plumbing equipment, instructional apparatus,* *furniture, and other equipment, and other necessay expenses of maitenance;* (5)*fixed charges—rent, insurance and other necessary fixed charges;* (6) *auxiliary agencies—replacement of and repair of library books, transportation of pupils, and other necessary auxiliary activities.*

(*b*) *The capital outlay fund shall provide for the purchase of sites, the erection of school buildings, including dormitories and teachers' homes, improvement of new school grounds, alteration and addition to buildings, installation of heating, lighting and plumbing, purchase of furniture, including instructional apparatus of new buildings, office equipment, acquisition of trucks and other vehicles for the transportation of pupils and for the better operation and administration of schools, and other necessary capital outlay.*

(*c*) *The debt service fund shall provide for the payment of all loans due the State, the interest and principal on bonds, payments to the sinking fund, payment of district indebtedness for schools assumed by the county, apportionment to districts voting bonds or to districts borrowing from the county board of education and all other indebtedness which is payable during the fiscal year for which the budget is prepared.*

C. S. (III), 5596; 1927, c. —, s. 1.

SEC. 176. **How to estimate the current expense fund.** It shall be the duty of the county board of education, in estimating the amount of the *current expense fund* for the ensuing year in the May budget, to set forth on blanks supplied by the State Superintendent of Public Instruction, the actual salary paid each teacher in each district for the previous year, the proposed salaries for the ensuing year, and the number of additional teachers needed in each school. It shall also exhibit the grade of certificate held by each teacher, the average attendance of pupils in each district for the previous year, and such other information as the State Superintendent of Public Instruction may require. The number of teachers for the next ensuing year in each school shall be based on the average attendance of pupils for the previous year, as given below: *Provided*, that in the case of the enlargement or consolidation of a district, the superintendent shall add to the attendance of said district the number of children transferred who were attending school the previous year. In case of an extraordinary increase in population, the superintendent shall estimate said increase that may attend school for the year and allow the same in estimating the attendance for said school.

(a) *In each elementary school:* Not more than one teacher shall be allowed, except as follows: Wherever the average attendance for the previous year was at least thirty, two teachers may be allowed, but the commissioners may not be compelled to provide the funds for the second teacher, except when the average attendance for the previous year was at least forty. Wherever the average attendance for the previous year was sixty-five, three teachers shall be considered reasonable, and wherever the average attendance for the previous year was one hundred, four teachers shall be considered reasonable. And one additional teacher for every thirty-five additional pupils in average daily attendance for the previous year shall be considered reasonable.

(b) *In each high school:* One whole-time teacher for the high school grades may be allowed for the ensuing year wherever the number of pupils in attendance for the previous year was twenty; two teachers may be allowed wherever the average attendance was thirty; three teachers may be allowed wherever the average attendance was forty-five; four teachers may be allowed for seventy pupils in average daily attendance; and one additional teacher may be allowed for every thirty additional pupils in average daily attendance.

(c) Wherever the total number of teachers and the total estimated *current expense fund* for the ensuing year are not greater than the total actual salaries paid or authorized by law for the previous year, the amount shall not be considered excessive. Wherever the average attendance for the previous year authorizes an increase in the number of teachers for the ensuing year, and the number provided in the budget is in accordance with the provisions of this section, the amount necessary to supply the needed extra teachers at the average monthly salary paid teachers the previous year shall be deemed reasonable and necessary: *Provided,* the term "legal salaries for the previous year" shall be construed to mean the salaries for the county six-months term in accordance with the adopted salary schedule.

(d) The per diem of the county board of education, the salary of the superintendent of public welfare, and other school officials authorized by law shall be legitimate items of expense in the budget.

The amount of the *current expense* fund for the county schools having been determined, and the amount of the *current expense* fund for special charter districts having been determined in accordance with the provisions of section 177 of this article, the total for the county and the special charter districts shall constitute the total amount of the *current expense* fund for the ensuing year, and if the amount is approved by the commissioners they shall levy a tax sufficient to produce the amount clear of all fees, commissions, rebates, losses and cost of collection.

C. S. (III), 5597; 1927, c. —, s. 2.

SEC. 177. **How to estimate the salaries of teachers, principals, supervisors, and superintendents for the special charter or city schools.** The *salaries of teachers, principals, supervisors and superintendents* for special charter districts shall be estimated as follows: The county board of education shall incorporate the budget of the special charter districts in the county budget and allow the actual salary for six months in accordance with the adopted salary schedule for each teacher permitted under section 176 of this article. In all counties where the schools of a special charter district are operated as a part of the county system, and are under the control of the county board of education, and pupils living outside the special charter district are permitted, as the county board of education may direct, to attend, free of all tuition charges, the amount of the salary budget of said special charter district shall be estimated in the same way as the budget for any other district school of the county is estimated.

The board of trustees of all special charter districts may petition the board of education to take over the management of the school or schools within the special charter district. When such a petition is presented, the county board of education shall grant the petition, and the school or schools within the district shall be governed as all other schools in local tax districts are governed: *Provided,* the county board of education shall not have the authority to change the method of electing the board of trustees unless the charter is surrendered and the title to the property is transferred to the county board of education.

C. S. (III), 5598; 1925, c. 138, s. 1; 1927, c. —, s. 3.

SEC. 178. **How to determine the amount of the current expense fund, the capital outlay fund and the debt service fund.** All poll taxes, fines, forfeitures, penalties, and all public school revenues of the county not otherwise appropriated shall be placed to the credit of *the current expense fund* authorized in section 175, subsection (a) of this article, except as otherwise provided. *After the county board of education has determined in accordance with law the total current expense for county schools and the salaries for charter districts and, in addition, has determined the capital outlay and debt service needs for the county schools for the year, the basis of the amounts to be included in the May budget for the special charter districts in addition to salaries shall be arrived at in the following manner:*

(1) *From the total current expense fund shall be deducted (a) salaries of teachers, principals, supervisors and superintendents, and (b) all current expenses for general control. This balance shall be the remainder of the current expense fund for schools other than special charter districts. The county board of education shall allow for current expense, except as otherwise provided herein, the same per capita amount per pupil enrolled for the previous school year to the special charter districts that is allowed to all the other schools of the county.*

(2) *From the total capital outlay fund provided for county schools shall be deducted (a) all revenue for capital outlay for a specific district or districts and (b) items financed by long term loans or bonds and all other nonrevenue receipts, including the proceeds from the sale of school property. On the basis of the balance thus determined, the county board of education shall allow for capital outlay the same per capita amount per pupil enrolled for the previous school year to the special charter districts that is allowed to all other schools.*

(3) *When the county board of education shall have determined the necessary amount to be raised from county funds for debt service for all schools other than special charter districts and local tax districts voting bonds or borrowing from the county board of education in whole or in part for providing suitable building or buildings for said district for the six months school term, said board shall allow for the debt service fund the same per capita amount per pupil enrolled for the previous school year to the special charter districts and to districts voting bonds or borrowing from the county board of education for said building purposes that is allowed to all the other schools of the county: Provided, the amount allowed for any year shall not exceed the actual debt service need of said school districts in any year.* If the amount derived or to be derived from the sources mentioned above in this section is insufficient for these funds the commissioners are authorized to levy an additional tax to meet the actual needs of each fund.

C. S. (III), 5599; 1927, c. —, s. 4.

SEC. 179. **The debt service fund.** The county board of education shall set forth in the budget the amounts of the interest and installments on all loans due the State, and of all interest and installments on bonds and other evidences of indebtedness that may fall due. This shall be a separate item in the budget, and the commissioners shall levy annually a tax sufficiently clear of all fees, commissions, rebates, delinquents and the cost of collection to repay the same, and if the taxes are not collected when the repayments fall due the commissioners shall borrow the money and place the amount to the credit of the county board of education.

The county board of education, with the approval of the board of commissioners, may include in the *debt service fund* in the budget, the indebtedness of all districts, including special charter districts, lawfully incurred in erecting and equipping school buildings necessary for the six months school term; and when such indebtedness is taken over for payment by the county as a whole and the local districts are relieved of their annual payments, then the county funds provided for such purposes shall be deducted from the *debt service fund* prior to the division of this fund among the schools of the county as provided in this section.

C. S. (III), 5600; 1925, c. 180, s. 6; 1927, c. —, s. 5.

SEC. 180. **The May budget completed.** The completed May budget shall be sworn to and subscribed by the chairman of the county board of education and the county superintendent of schools and a copy shall be filed in the office of the State Superintendent of Public Instruction.

The county board of education shall present a copy to the board of county commissioners on or before *the first Monday of June* of each year. If the board of county commissioners shall approve the total amount of the budget, it shall levy sufficient rates, after deducting the amount to be received from the State, to produce the amount asked for in the budget, and if the tax rate levied fails to produce, clear of all commissions, fees and costs of collections. the amount approved in the budget, it shall be the duty of the county commissioners to supply the deficit either out of the general county fund or by borrowing in accordance with law.

C. S. (III), 5601; 1927, c. —, s. 7.

SEC. 181. **The November budget.** On or before the fifteenth day of November of each year the county board of education and the board of trustees of all special charter school districts shall prepare a budget, on blanks furnished by the State Superintendent of Public Instruction, setting forth the names and numbers of teachers actually employed in each district in the county, the grade of certificate held, the salary paid, and all other information asked for by the State Superintendent of Public Instruction. The November budget shall be checked by the State Superintendent to ascertain whether the teachers are properly certificated, whether the number of teachers in excessive, and whether the authorized salary schedule is observed. The county shall settle with the special charter districts for teachers' salaries in accordance with the corrected budgets and the State equalizing fund shall be finally apportioned in accordance with such corrected budgets.

The checked and approved November budget shall exhibit the legal salary due to each teacher according to the State salary schedule and the number of teachers to which each district is entitled. A copy shall be returned to the county board of education or board of trustees as the case may be to be filed in the office of the superintendent. And not more than three-fourths of the estimated maximum amount of the equalizing fund shall be paid to a county until the November budget is approved, and if it shall appear at any time that the superintendent refuses to observe the law providing a uniform salary schedule, the State Superintendent of Public Instruction shall notify the chairman of said board which board is hereby authorized to remove said superintendent from office.

After the November budget is checked if it shall appear that the county has provided for its part of the *budget*, and the amount of the equalizing fund submitted to the county is needed to meet the demands of the *budget,* then the State Board of Education shall pay in full the amount it specified in such a way as to be of the greatest aid to the counties before the taxes for the year have been collected.

C. S. (III), 5602; 1927, c. —, s. 8.

ART. 14. POWERS, DUTIES, AND RESPONSIBILITIES OF THE BOARD OF COUNTY COMMISSIONERS IN PROVIDING FUNDS FOR SIX MONTHS TERM.

SEC. 182. **Duty to provide funds for six months term.** The board of county commissioners shall provide the funds necessary to maintain the schools for six months, and the May budget submitted to the commissioners shall be presumed to be correct unless it is formally rejected by the commissioners within thirty days after presentation, and an entry is recorded in the minutes of the board stating the time when it was rejected and the reason for rejecting it, and a copy of the entry on the minutes of the board of county commissioners shall be sent to the superintendent or the chairman of the county board of education.

C. S. (III), 5603.

SEC. 183. **Commissioners required to raise full amount.** When the budget is accepted by the commissioners, or by the order of the court, the commissioners are hereby directed and required to levy a tax sufficient to raise the amount necessary to maintain the schools for six months according to the provisions of the budget or the order of the court. At the close of the school year if it shall appear *according to the audit required by law* that the amount of money actually received by the treasurer, clear of all fees, commissions, rebates, etc., is insufficient to meet all the necessary expenses of the schools for the year the county commissioners shall provide the necessary amount and place the same to the credit of the county board of education.

C. S. (III), 5604; 1927, c. —, s. 9.

SEC. 184. **What the commissioners may require of county board of education.** The commissioners or a representative selected by them shall sit with the county board of education when the May budget is being prepared, and whenever the commissioners or their representative are in doubt as to the reasonableness of the budget, or any item in the same, it may require the county board of education to compare the salaries of teachers as estimated in the May budget for the ensuing year with the actual salaries authorized by law in the approved November budget for the current school year, and to give the cause of the increase, district by district, and the difference between the total salaries of the current school year as authorized by law for the six months school term and the proposed salaries for the ensuing school year.

It may require in similar detail a statement of the differences in the amount of the *remainder of the current expense fund and the capital outlay fund* for the two years. It may require the county board of education to show that existing debts were incurred in strict accordance with the law, and the county commissioners hereafter shall not be liable for any debt, other than loans from the State, incurred by the county board of education in excess of the amount set forth in the May budget, unless the making of the debt was approved by the county commissioners. The county board of education shall file with the clerk of the board of commissioners a list of the bonded indebtedness for schools of the county and of local tax districts, and a certified statement of all loans derived from the State together with the amount of the annual payments.

C. S. (III), 5605; 1927, c. —, s. 10.

Sec. 185. **Where commissioners have no discretion.** The commissioners are hereby required to levy annually a tax sufficient to repay interest and installment on all loans from the State, and interest and installments on bonds and notes falling due *according to the debt service fund as set forth in the approved May budget.* And this shall be a separate tax, and if, after all interest and installments are paid each year, any balance that may remain shall be accounted for by the treasurer, and it shall be applied the following year to the repayment of interest and installment on loans. But if the amount secured from this tax is not sufficient for these needs it shall be the duty of the commissioners to borrow any amount needed to meet these payments.

C. S. (III), 5606; 1927, c. —, s. 11.

Sec. 186. **Require county board to publish May budget.** The commissioners before approving the May budget may require the county board of education to publish the same in some leading newspaper published or circulating in the county, and when so published it shall set forth the cost, district by district, and the amount of the increase for each district over the previous year, and the total amount of the increase, and the cost of publishing the May budget shall be paid by the commissioners out of the general county fund.

C. S. (III), 5607.

Sec. 187. **Procedure in cases of disagreement or refusal of county commissioners to levy school taxes.** In the event of a disagreement between the county board of education and the board of county commissioners as to the amount of *the current expense fund, the capital outlay fund, and the debt service fund,* the county board of education and the board of county commissioners shall sit in joint session and each board shall have one vote on the question of the adoption of these amounts in the budget. A majority of the members of each board shall cast the vote for each board. In the event of a tie, the Clerk of the Superior Court shall act as arbitrator upon the issues arising between said two boards, and shall render his decision thereon within ten days. But either the county board of education or the board of county commissioners shall have the right to appeal to the Superior Court within thirty days from the date of the decision of the Clerk of the Superior Court, and it shall be the duty of the judge hearing the case on appeal to find the facts as to the amount of *the current expense fund, the capital outlay fund, and the debt service fund,* which findings shall be conclusive; and he shall give judgment requiring the county commissioners to levy the tax which will provide the amount of the *current expense fund, the capital outlay fund, and the debt service fund* which he finds necessary to maintain the schools for six months in every school district in the county. Any board of county commissioners failing to obey such order and to levy the tax ordered by the court shall be guilty of a misdemeanor and shall be fined or imprisoned in the discretion of the court.

In case of an appeal to the Superior Court, all papers and records relating to the case shall be considered a part of the record for consideration by the court.

C. S. (III), 5608; 1927, c. —, s. 12.

SEC. 188. **Commissioners may demand a jury trial.** The county commissioners shall have the right to have the issues tried by a jury, as to the amount of the *current expense fund, and the capital outlay fund,* which jury trial shall be set at the first succeeding term of the Superior Court, and shall have precedence over all other business of the court: *Provided,* that if the judge holding the court shall certify to the Governor, either before or during such term, that on account of the accumulation of other business, the public interests will be best served by not trying such action at said term, the Governor shall immediately call a special term of the Superior Court for said county to convene as early as possible and assign a judge of the Superior Court or an emergency judge to hold the same, and the said action shall be tried at such term. There shall be submitted to the jury for its determination the issue as to what amount is needed to maintain the schools for six months, and they shall take into consideration the amount needed and the amount available from all sources as provided by law. The final judgment rendered in such action shall be conclusive and the county commissioners shall forthwith levy taxes in accordance with such judgment, otherwise those who refuse so to do shall be in contempt and may be punishable accordingly: *Provided,* that in case of a mistrial or an appeal to the Supreme Court which would result in a delay beyond a reasonable limit for levying the taxes for the year, the judge shall order the commissioners to levy for the ensuing year a rate sufficient to pay *the debt service fund,* and to produce, together with what may be received from the State Public School Fund and from other sources, an amount for the *current expense fund* equal to the amount of this fund for the previous year.

C. S. (III), 5609; 1927, c. —, s. 14.

SEC. 189. **Commissioners authorized to borrow money.** The commissioners are hereby authorized to borrow money for the schools of the county and place the same to the credit of the county board of education, as follows: Whenever the amount provided in the budget shall be insufficient to meet the absolute needs of running a six months school term and providing equipment for same, or paying existing indebtedness for said purpose and the county commissioners, after investigating, shall find as a fact that additional funds are necessary, they are hereby authorized to borrow the necessary amount and place the same to the credit of the county board of education, and it shall be the duty of the county commissioners to levy sufficient taxes for the next ensuing year to repay money so borrowed in addition to providing for the maintenance of the six months school term and the county commissioners may issue notes of the county for money so borrowed.

C. S. (III), 5610.

SEC. 190. **Commissioners to require fines, forfeitures and penalties paid to treasurer.** The board of county commissioners shall require all clerks of all State and municipal courts, justices of the peace and all other clerks or officials having in custody the records of any city or town in the State, to furnish the county board of education and the county commissioners a detailed statement of all fines, forfeitures and penalties that have come into their hands or that have been recorded or should have been recorded in the books kept by them. And it shall be the duty of the county commissioners to require all officials collecting fines, forfeitures and penalties to pay over the same to the treasurer of the county school fund monthly and a failure on the part of said officials to comply with the provisions of this section shall be considered a misdemeanor, and upon conviction they may be removed from office by the court and shall be fined or imprisoned in the discretion of the court.

C. S. (III), 5611.

SEC. 191. **Commissioners to estimate what per cent the school fund is of the total county fund.** It is the duty of the county commissioners to furnish the county board of education, as soon as the tax books for the year are complete, a statement showing what per cent the school fund is of the total county fund and at least this same per cent of the amount of taxes as they are collected and deposited in the treasury shall be placed to the credit of the county board of education.

C. S. (III), 5612.

SEC. 192. **Commissioners require sheriff to settle.** Every sheriff or tax collector shall deposit the county and other local taxes collected by him with the county treasurer as often as he shall collect or have in his possession at any one time a sum equal to five hundred dollars ($500).

On or before the close of the fiscal year the sheriff in settling with the board of county commissioners shall exhibit the total amount of the school fund from all sources received, the net amount paid over to the county treasurer, and the net amount due each of the following funds: (1) *The current expense fund,* (2) *the capital outlay fund, and* (3) *the debt service fund.* The sheriff shall also exhibit the amount of uncollected taxes due because of insolvent polls, releases, errors, and rebates allowed by the board of county commissioners, and other causes for failure to collect the entire amount of the taxes due, and the sheriff shall furnish to the county board of education at the time of his settlement with the county commissioners, as provided in this section, a complete itemized copy of his statement; and the State Auditor shall prepare and furnish free of cost to the sheriff or the county commissioners, blanks on which the sheriff shall make his final report to the county commissioners. Said blanks shall set forth the items specified above in such a way as to make the settlement clear and intelligible.

C. S. (III), 5613; 1927, c. —, s. 15.

ART. 15. THE TREASURER: HIS POWERS, DUTIES AND RESPONSIBILITIES IN DISBURSING SCHOOL FUNDS

SEC. 193. **Treasurer shall disburse funds.** The county treasurer of each county shall be the treasurer of the school funds in his county. He shall receive and disburse all public school funds and shall keep the same separate and distinct from all other funds. In all counties in which the office of county treasurer has been abolished all banks or other corporations handling public school funds shall be required to keep the same accounts, perform the same duties as required of the county treasurer, and to give the same bond and make the same reports as are required of the treasurer of the county board of education.

C. S. (III), 5614.

SEC. 194. **Operation of county school budget.** (*a*) *Duty of county board of education. On or before the first Monday in each month the county board of education shall file with the county board of commissioners a written statement showing the condition of the annual six months school budget at the close of the preceding month. This statement shall also include a careful estimate of the necessary expenditures which will be made during the current month from the six months' school budget. In like manner each special charter district shall prepare and file with the county board of education a similar statement, which shall be the guide in determining for the special charter district the amount which shall be included in the monthly statement of cash needs: Provided, that if the county board of education shall deem to be unreasonable the amount estimated as the cash needs of said district for a current month, the county commissioners may not be required to provide more than one-sixth of the total approved budget for such district prior to the beginning of the first month of the constitutional school term: Provided, further, that no payment to special charter district shall be made until a copy of the audit for the previous year for the special charter district has been filed as provided by law.*

(*b*) *Duty of county board of commissioners. It shall be the duty of the board of county commissioners to provide when and as needed the funds necessary to meet the monthly expenditures as set forth in the statement prepared by the county board of education in accordance with the budget.*

C. S. (III), 5615; 1925, c. 138, s. 2; 1927, c. —, s. 16.

SEC. 195. **Action against the treasurer to recover funds.** After final settlement with the sheriff, if it shall appear that any part of the public school fund received by the county treasurer has not been properly placed to the credit of the respective board of education, either the county board of education or the special charter district board of trustees, as the case may be, shall bring action on the treasurer's bond to recover any part of the fund still belonging to the respective board. If the county treasurer fails to perform his duties as herein and above prescribed, he shall be guilty of a misdemeanor and be fined or imprisoned in the discretion of the court.

C. S. (III), 5616.

SEC. 196. **Treasurer to keep separate record of local taxes received.** (See Section 147.)

SEC. 197. **How School funds shall be disbursed.** *The county board of education shall divide the funds belonging to the county into two classes: (1) those apportioned to districts for salaries for instructional service and other regular employees and (2) those reserved to the county board of education for all other necessary expenses included in the budget under current expense fund, capital outlay fund, and debt service fund.*

The treasurer shall pay out funds reserved to the county board of education only on warrants signed by the chairman and secretary of said board. The treasurer shall pay out county funds apportioned to the district for the six months term, special tax funds, and supplemental funds from other sources only on a properly executed order signed by a majority of the *district committee, one of whom shall be the secretary, and countersigned by the county superintendent: Provided, however, all supplements on salaries payable during the six months term from local taxes shall be drawn on separate vouchers: Provided, further, that the county board of education may at any time prohibit the district committee from spending illegally the district funds including the special local-tax funds.*

C. S. (III), 5617; 1927, c. —, s. 17.

SEC. 198. **County board of education to have accounts of the board of education and the county treasurer of the public school fund audited.** *On or before the first day of August of each year the county board of education shall cause to be audited the books of the treasurer of the county school fund and the accounts of the county board of education, and shall provide for the cost of the same, where a county auditor is not provided by special statute, out of the current expense fund. The auditor's report shall show:*

(a) For six months school term: (1) Sources of revenues and purposes for which expenditures were made; (2) comparison of approved May budget with the actual transactions; (3) statement of salary paid each teacher, principal, supervisor, or superintendent, and all other employees employed in the county system, showing what part was paid out of the State and county six months school fund, and what part was paid out of the local tax funds; (4) the auditor shall compare the expenditures with the budget approved by the State Superintendent of Public Instruction, and report whether all salaries and other expenses have been paid in accordance with law; (5) the auditor shall check the average daily attendance by districts as shown in the budget against the monthly reports from the district listing the high school and elementary school average daily attendance separately, and including a statement covering the average daily attendance maintained during the scholastic year which the financial transactions cover and also the average daily attendance maintained during the year next preceding the year covered by the financial transactions contained in the audit; (6) statement of outstanding indebtedness, including county school bonds, amounts due the State Board of Education, and all unpaid accounts; (7) appraisal of all school property; and (8) and all other items which will aid in making a complete audit.

(b) For local tax districts: In similar details, the audit of the county board of education shall include accounts of local tax districts and special county taxes.

(c) For special charter districts. In like manner and in similar details, unless otherwise provided in special act, the board of trustees of each special charter district shall cause to be audited the accounts of the treasurer and board of trustees of the special charter districts.

At least a consolidated statement of the report of the auditor shall be published in some newspaper circulating in the county, or in bulletin form, and one copy of the complete report shall be sent to the State Superintendent of Public Instruction, and one copy shall be given to the chairman of the board of county commissioners, and one copy to the chairman of the county board of education.

If the county board of education or special charter district board of trustees shall fail to have all accounts audited as provided herein, the

State Superintendent shall notify the State Auditor, and said State Auditor shall send an auditor to said county and have the accounts audited in accordance with the provisions of this section, and all expenses for the same shall be paid by the county board of education or the board of trustees, as the case may be.

C. S. (III), 5618; 1927, c. —, s. 19.

SEC. 199. **Treasurer to give bond.** Before entering upon the duties of his office, the treasurer shall execute a justified bond, with security, in an amount to be fixed by the board of county commissioners, not less than one-half of the total amount of the moneys received by him or his predecessor during the previous year, conditioned for the faithful performance of his duties as treasurer of the county school fund, and for the payment to his successor in office of any balance of school moneys that may be in his hands unexpended. This bond shall be a separate bond, not including liabilities for other funds, and shall be approved by the board of county commissioners, and that board may from time to time, if necessary, require him to strengthen his bond.

C. S. (III), 5619.

SEC. 200. **Action on the treasurer's bond.** The board of county commissioners shall bring action in the name of the State for any breach of the bond of the treasurer or for any failure to account properly for the funds received by him, except in cases where action is otherwise provided for. If the commissioners shall fail to bring such action, it may be brought in the name of the State upon the relation of any taxpayer.

C. S. (III), 5620.

SEC. 201. **Annual report to State Superintendent.** The treasurer of any county, town, or special charter district school fund shall report to the State Superintendent of Public Instruction, on the first Monday of August of each year, the entire amount of money received and disbursed by him during the preceding school year, designating by items the amount received, respectively, from property tax, poll tax, fines, forfeitures and penalties, auctioneers, estrays, from the State Treasurer and from other sources. He shall also designate by item the sum paid to teachers of each race respectively, the sums paid for schoolhouses, school sites in the several districts, and for all other purposes, specifically and in detail, by item.

C. S. (III), 5621.

SEC. 202. **Report to county board.** On the same date that he reports to the State Superintendent he shall file a duplicate of such report in the office of the county board of education. He shall make such other reports as the county board of education may require from time to time.

C. S. (III), 5622.

SEC. 203. **Exhibit books, vouchers, and money to county board.** The treasurer of the county school fund shall, when required by the county board of education, produce his books and vouchers for examination, and shall also exhibit all moneys due the public school fund of the county at such settlement required by this article.

C. S. (III), 5623.

SEC. 204. **Duties on expiration of term.** Each treasurer of the county school fund, in going out of office, shall deposit in the office of the board of education of his county his books in which are kept his school accounts, and all records and blanks pertaining to his office. If his term expires on the thirtieth day of November during any fiscal school year, or if for any reason he shall hold office beyond the thirtieth day of November and not for the whole of the current fiscal school year, he shall at the time he goes out of office file with the county board of education and with his successor a report, itemized as required by law, covering the receipts and disbursements for that part of the fiscal school year, from the thirtieth of June preceding to the time at which he turns over his office to his successor, and his successor shall include in his report to the State Superintendent of Public Instruction the receipts and disbursements for the current fiscal year.

C. S. (III), 5624.

SEC. 205. **Treasurer of school fund failing to report a misdemeanor.** If any treasurer of the county, or special charter district school fund shall fail to make reports required of him at the time and in the manner prescribed, or to perform any other duties required of him by law, he shall be guilty of a misdemeanor and be fined not less than fifty dollars and not more than two hundred dollars or imprisoned not less than thirty days nor more than six months in the discretion of the court.

C. S. (III), 5625.

SEC. 206. **Treasurer of special charter districts bonded.** The treasurer of every special charter district shall be required by the board of trustees of said school district to execute a justified bond, with security, in an amount to be fixed by the board of trustees, not less than one-half of the total amount of money received by him or his predecessor during the previous year, conditioned for the faithful performance of his duties as treasurer of the funds of the special charter district, and for the payment over to his successor in office of any balance of school moneys that may be in his hands unexpended. This bond shall be a separate bond, not including liabilities for other funds, and shall be approved by the board of trustees of said special charter district; and that board may from time to time, if necessary, require him to strengthen his bond.

C. S. (III), 5626.

SEC. 207. **Obsolete.**

SEC. 208. **Speculating in claims against towns, cities and the State.** If any clerk, sheriff, register of deeds, county treasurer or other county, city, town or State officer shall engage in the puchasing of any county, city, town or State claim, including teacher's salary voucher, at a less price than its full and true value or at any rate of discount thereon, or be interested in any speculation on any such claim, he shall be guilty of a misdemeanor and shall be fined or imprisoned, and shall be liable to removal from office at the discretion of the court.

C. S. (III), 5627.

SEC. 209. **Constitutional provisions** All moneys, stocks, bonds and other property belonging to a county school fund, also the net proceeds from the sale of estrays, also the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal or military laws of the State, and all moneys which shall be paid by persons as an equivalent for exemption from military duty shall belong to and remain in the several counties and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties in this State: *Provided*, that the amount collected in each county shall be annually reported to the Superintendent of Public Instruction.

C. S. (III), 5628; s. 5, Art. IX, Const.

SEC. 210. **Statement of fines kept by clerk.** It is the duty of the clerks of the several courts and of the several justices of the peace to enter in a book, to be supplied by the county, an itemized and detailed statement of the respective amounts received by them in the way of fines, penalties, amercements and forfeitures, and said books shall at all times be open to the inspection of the public.

C. S. (III), 5629.

SEC. 211. **Fines paid to treasurer for schools; annual report.** All fines forfeitures, penalties and amercements collected in the several counties by any court or otherwise shall be accounted for and paid to the county treasurer by the officials receiving them within sixty days after receipt thereof, and shall be faithfully appropriated by the county board of education for the establishment and maintenance of free public schools; and the amounts collected in each county shall be annually reported to the Superintendent of Public Instruction on or before the first Monday in January by the board of Commissioners.

C. S. (III), 5630.

SEC. 212. **Failure to file report of fines.** If any officer who is by law required to file any report or statement of fines or penalties with the county board of education shall fail so to do at or before the time fixed by law for the filing of such report, he shall be guilty of a misdemeanor.

C. S. (III), 5631.

SEC. 213. **Fines and penalties to be paid to school fund.** Whenever any officer, including justices of the peace, receives or collects a fine, penalty, or forfeiture in behalf of the State he shall, within thirty days after such reception or collection pay over and account for the same to the treasurer of the county board of education for the benefit of the fund for maintaining the free public schools in such county. Whenever any fine or penalty is imposed by any officer the said fine or penalty shall be at once docketed, and shall not be remitted except for good and sufficient reasons which shall be stated on the docket.

C. S. (III), 5632.

SEC. 214. **Misappropriation of taxes a misdemeanor.** Any officer, including justices of the peace, violating the preceding section, shall be guilty of a misdemeanor, and upon conviction shall be punished by fine or imprisonment, at the discretion of the court.

C. S. (III), 5633.

SEC. 215. **Unclaimed fees of jurors and witnesses paid to school fund.** All moneys due jurors and witnesses which remain in the hands of any Clerk of the Superior Court on the first day of January after the publication of a third annual report of the said clerk showing the same shall be turned over to the county treasurer for the use of the school fund of the county, and it is the duty of said clerk to indicate in his report any moneys so held by him for a period embracing the two annual reports.

C. S. (III), 5634.

SEC. 216. **Use by public until claimed.** The money aforesaid, while held by the clerks, shall be paid, on application, to the person entitled thereto; and after it ceases to be held, it may be used as other revenue, subject, however to the claim of the rightful owner.

C. S. (III), 5635.

SEC. 217. **Sheriffs' liability civil and criminal for failure to settle school tax.** (See Section 192.)

C. S., 5500.

SEC. 218. **Authority to use fines, forfeitures, penalties and dog tax to increase school term.** The county board of education with the approval of the county commissioners may set aside all or a part of the amout derived from fines, forfeitures, penalties, dog tax and amercements which accrue to the school fund and use said amount for the purpose of aiding the weaker union school districts of the county which, after having levied a special tax of not less than thirty cents on the one hundred dollars valuation of property or its equivalent, are still unable to provide a minimum school term of eight months.

C. S. (III), 5636.

PETITIONS FOR LOCAL TAX ELECTIONS

SEC. 220. **The board to consider petition.** The county board of education, or the board of trustees, as the case may be, shall receive the petition and give it due consideration. If the board shall approve the petition for an election, it shall be endorsed by the chairman and secretary of the board and a record of the endorsement shall be made in the minutes of the board of education. The petition shall then be presented to the board of county commissioners or the governing body authorized to order the election and it shall be the duty of the board of county commissioners or said governing body to call an election and fix the date for the same: *Provided,* the county board of education, or board of trustees, as the case may be, may, for any good and sufficient reason, withdraw the petition before the close of the registration books, and if the petition be so withdrawn, the election shall not be held. *In the case of a special charter district coterminous with or situated entirely within an incorporated city or town, said petition shall be presented to the governing body of said city or town, and the election shall be ordered by said governing body.*

C. S. (III), 5640; 1925, c. 143, s. 1.

INCREASING LOCAL TAX RATES IN CHARTER AND LOCAL SCHOOL DISTRICTS

SEC. 223. **Increasing levy in districts having less than fifty-cent rate.** Authority is hereby given any local tax district *or special charter district* having voted a maximum rate less than fifty cents to increase the levy to a maximum of fifty cents on the one hundred dollars valuation of property, real and personal. Such increase shall be made after an election has been held as provided for in this article.

C. S. (III), 5643; 1925, c. 143, s. 2.

ENLARGEMENT OF DISTRICTS

(Section as Rewritten; Amendment of 1925, c. 151, Repealed)

SEC. 226. **Enlargement of local tax or special charter districts.** Upon a written petition of a majority of the governing board of any district, the county board of education, after approving the petition, shall present the same to the board of county commissioners and ask for an election on the question of the enlargement of the boundary lines of any such district so as to include any contiguous territory, and an election in such new territory may be ordered and held under rules governing elections for local taxes as provided in this article: *Provided,* the local tax rate specified in the petition and submitted to the qualified voters shall be a local tax of the same rate as that voted in the said district to which the territory is to be added. If a majority of the qualified voters in such new territory shall vote in favor of such tax, the new territory shall be and become a part of said district, and the term "local tax of the same rate" herein used shall include, in addition to the usual local tax, any tax levied to meet the interest and sinking fund of any bonds heretofore issued by the district proposed to be enlarged. In case a majority of the qualified voters at the election shall vote in favor of the tax, the district shall be deemed enlarged as so proposed.

C. S. (III), 5646; 1927, c. —, s. 1, 2.

ENLARGING BOUNDARIES OF DISTRICT WITHIN AN INCORPORATED CITY OR TOWN

(Section as Rewritten)

SEC. 230. **Enlarging boundaries of district within incorporated city or town.** *The boundaries of a district situated entirely within the corporate limits of a city or town, but not coterminous with such city or town, may be enlarged so as to make the district coterminous with such city or town either in the manner prescribed by this section or in the manner prescribed by section 226 of this act: Provided, however, that no district shall be enlarged under this section if the new territory necessary to be added to such district in order to make it coterminous with such city or town has any bonded debt incurred for school purposes, other than debt payable by taxation of all taxable property in such district and such new territory. In cases where the* *local annual tax voted to supplement the funds for the six months public school term is of the same rate in such district and in the new territory necessary to be added to such district in order to make the district coterminous with such city or town, the county board of education shall have power to enlarge the boundaries of the district as aforesaid. In cases where such tax rates are not the same, the boundaries of the district shall become so enlarged upon the adoption of a proposition for such enlargement by a majority of the qualified voters of such new territory. The governing body of such city or town may at any time, upon petition of the board of education or other governing body of such district, or upon its own initiative if the governing body of the city or town is also the governing body of the district, submit the question of enlarging the district as aforesaid to the qualified voters of such new territory proposed to be added to such district at any general or municipal election or at a special election called for said purpose. Such an election may be ordered and held and a new registration for said election provided under the rules governing elections for local taxes as provided under this article, except that the election and registration shall be ordered by and held under the supervision of and the result of the election determined by the governing body of such city or town. The ballots to to be used in said election shall have printed or written thereon the words "For the enlargement of..................School District, pursuant to section 230 of chapter 136 of the Public Laws of 1923, as amended," and "Against the enlargement of .... School District, pursuant to section 230 of chapter 136 of the Public Laws of 1923, as amended." If a majority of the qualified voters of such new territory proposed to be added to such district shall vote in favor of such enlargement, said district shall thereupon become coterminous with said city or town, and there shall be levied annually in such new territory all taxes perviously voted in said district for the purpose of supplementing the funds for the six months public school terms for said district and for the purpose of paying the principal or interest of any bonds or other indebtedness previously issued or incurred by said district; and a vote in favor of such enlargement shall be deemed and held to be a vote in favor of the levying of such taxes. The validity of the said election and of the registration for said election and of the correctness of the determination of the result of said election shall not be open to question except in an action or proceeding commenced within thirty days after the determination of the result of said election. At the same time that said election is held it shall be lawful to hold an election in the entire territory of said city or town on the question of issuing bonds of said city or town or of said school district as so enlarged, for school purposes, and levying a sufficient tax for the payment of said bonds, or on the question of levying a local annual tax on all taxable property in said city or town or in said school district as so enlarged to supplement the funds for the six months public school term for said district, in addition to taxes for the payment of bonds, in the same manner that would be lawful if said district had been so enlarged prior to the submission of said questions. One registration may be provided for all of said simultaneous election.*

C. S. (III), 5650; 1925, c. 143, s. 3.

JOINT DISTRICTS

(Section as Rewritten)

Sec. 232. **Local tax districts from portions of contiguous counties.**

a. Local tax districts may be formed as provided in this section out of contiguous portions of two or more counties.

The petition for such a district must be initiated as petitions for local tax elections are initiated under the provisions of this article, must be endorsed by the county boards of education of such contiguous counties, and each county board of education shall certify to the board of county commissioners of its county that the metes and bounds of the proposed joint local tax district are in accordance with and are an integral part of the lawfully adopted county-wide plan of organization in so far as they pertain to said county.

The board of commissioners of each county, in compliance with the provisions of this article relating to the conduct of local tax elections, shall then call and hold an election in that portion of the proposed district lying in its county. Election returns shall be made from each portion of the proposed district to the board of commissioners ordering the election in that portion, and the returns canvassed and recorded as required in this article for local tax districts.

b. In case the election carries in each portion of the proposed district, the several county boards of education concerned shall each pass a formal order consolidating the territory into one joint local tax district, which shall be and become a body corporate by the name and style of "................... Joint Local Tax School District of .... Counties." The county board of education having the largest school census and the largest area in the part of the joint local tax district lying in its county shall determine the location of the schoolhouse; but if the largest census and area do not both lie in the same county, then the county boards shall jointly select the site for the building, and in case of a disagreement they shall submit the question to the board of arbitration consisting of three members, one member to be named by each board of education if three counties are concerned, or if there are but two counties, then each board shall choose one member and the two so named shall select a third member. The decision of the board of arbitration shall be binding upon all county boards of education concerned.

c. The school committee shall consist of five members, three of whom shall be appointed by the board of education of the county in which the building is to be situated and two to be appointed by the other county or counties, but the terms of office shall be so arranged that not more than two members will retire in any one year. The committee shall officially exercise such corporate powers as conferred in this section. This said committee shall have all the powers and duties of committees of local tax districts and in addition thereto it shall adopt a corporate seal and have the power to sue and be sued. The committee shall have the power to determine the rate of local taxes to be levied in said joint district not exceeding the rate authorized by the voters of the district, and when the committee shall have so determined the rate of local taxes to be levied in said joint district, and shall have certified same to the boards of commissioners of the several counties from which said joint district is created, the said boards of county commissioners, and each of them, shall levy said rate of local taxes within *the portion of said joint district lying within their respective counties; and the taxes so levied shall be collected in the several counties as other taxes are collected therein, and shall be paid over by the officers collecting the same to the treasurer or other fiscal agent of the county in which the schoolhouse is located or is to be located, to be by him placed to the credit of the joint district.*

d. The committee shall have as full authority to call and hold elections for the voting of bonds of the district as is conferred upon boards of education and boards of commissioners in article twenty-two of this chapter. In calling the election for a bond issue no petition of the county board of education shall be necessary; but the election shall be called and held by the school committee of the incorporated local tax school district under as ample authority as is conferred upon both county boards of education and boards of commissioners under article twenty-two of this chapter. When bonds of the district have been voted under authority of this section, they shall be issued subject to the limitations of article twenty-two of this chapter in the corporate name of the district, signed by the chairman and secretary of the school committee, sold by the school committee, and the proceeds thereof deposited with the treasurer of the county board of education of the county in which the school building is or is to be located, to be placed to the credit of the joint district, and the taxes for interest and principal shall be levied and collected as provided in subsection c above for the levy and collection of local taxes.

e. The committee shall have the same power to call and hold elections to ascertain the will of the voters of the district upon the question of increasing the local tax levy up to a maximum rate of fifty cents on the one hundred dollars valuation of taxable property as it has in the case of bond elections. But local tax elections called and held in such joint districts shall be held under the general provisions of this article governing local tax elections except that the district committee is hereby granted the powers of county boards of education and boards of commissioners as to local tax elections.

f. The building of all schoolhouses in such joint local tax districts shall be effected by the county board of education of the county in which the building is to be located under authority of law governing the erection of school buildings by county boards of education. It shall be lawful for the boards of education in the other county or counties to contribute to the cost of the building in proportion to the number of children shown by the official census to be resident within that part of the joint district lying within each county respectively. If the building is to be erected from moneys borrowed from the State building funds or from county taxation, then each county board of education shall contribute to its construction in the proportion set out above and pay over its contribution to the treasurer of the county board having control of the erection of the building: Provided, it shall be lawful for the county board that controls the erection of the building to borrow from the State and lend to the district the full amount of the cost of the building in cases where the entire amount is to be repaid by the district from district funds.

g. All district funds of a joint local tax district shall be kept distinct from all other funds, placed to the credit of the district, and expended as other local tax or district bond funds are lawfully disbursed.

h. The county board of education and county superintendent of public instruction of the county in which the schoolhouse is located shall have as full and ample control over the joint school and the district as it has in the case of other local tax districts, subject only to the limitations of this section.

i. It shall be the duty of the committee of the joint school district to prepare a budget in accordance with the law requiring budgets of special charter districts. The said budget, which shall show the proportionate part of the cost of maintenance for six months to be contributed by each county, the several parts to be ascertained on the basis of the proportions of the total district school census living in each respective county, shall be filed by the committee with the county board of education of each county, and it shall be the duty of each board if it approves the district budget to incorporate it in the county budget to be submitted to the commissioners in May of each year. Each of the several county boards of education is hereby directed to pay over its proportionate part of the district budget when and as collected, to the treasurer of the board of education of the county in which the school plant is located for the purposes for which it has been levied and collected.

j. All districts formed before the ratification of this amendment under the provisions of section two hundred and thirty-two, chapter one hundred and thirty-six, Public Laws of one thousand nine hundred and twenty-three, and all districts incorporated before the ratification of this amendment, under the provisions of section two hundred and thirty-three of said chapter, are hereby authorized and empowered to exercise all the powers and privileges conferred by this section as amended.

C. S. (III), 5651; Ex. Sess. 1924, c. 32, s. 1.

PETITION FOR ELECTION IN SPECIAL SCHOOL TAXING DISTRICTS

SEC. 236. **Petition for an election.** The petition for an election in a special school taxing district shall be made as follows: The governing school boards of at least a majority of the school districts within the special school taxing district shall endorse the petition and it shall be approved by the county board of education. Said petition shall state the maximum rate of tax to be voted on which rate shall not exceed 50 cents on the one hundred dollars valuation of all property, real and personal: *Provided, however, that when a special school taxing district created in accordance with the provision of this article includes or embraces two or more school districts having indebtedness incurred for the erection of school buildings, the maximum rate of fifty cents* (50c) *specified in this section may be exceeded by an additional rate necessary to take care of the combined aforesaid indebtedness of the several districts incurred for the erection of such school buildings.*

C. S. (III), 5657; 1927, c. —, s. 1.

LOCAL TAX RATES UNDER COUNTY-WIDE SPECIAL TAX

SEC. 245. **The rate in local tax or special charter districts.** Whenever the maximum special county tax rate levied or to be levied under the provisions of this article is less than 50 cents, each local tax, special charter or special school taxing district shall have the authority to levy an additional rate, not in excess of the local tax rate voted in the district.

All indebtedness, bonded and otherwise, of said district or districts may be assumed by the county board of education; and such indebtedness, if assumed by the county board of education, shall be paid out of the special county tax levied under the provision of this article.

C. S. (III), 5666; 1925, c. 180, s. 2.

BOND ELECTIONS

SEC. 257. **Elections; how called.** Whenever the county board of education shall so petition, the board of county commissioners of any county shall order a special election to be held in any county or special school-taxing district, or in any local tax district within which a union school is maintained, for the purpose of voting upon the question of issuing bonds and levying a sufficient tax for the payment thereof for the purpose of acquiring, erecting, enlarging, altering and equipping school buildings and purchasing sites in such county or district, or for any one or more of said purposes. Said election shall be called and held under the same rules and regulations as provided in this act for "Local Tax Elections for Schools" (Article 17). The ballots to be used in said election shall have written or printed thereon the words "For the issuance of $........................ school bonds and the levying of a tax for the payment thereof," and "Against issuance of $........................ school bonds and the levying of a tax for the payment thereof." *The notice of election shall set forth the boundaries of the district, unless the district is coterminous with a county, city, town, or township, or is coterminous with a county or township except that it does not include a city, town, or township in such county or township, and the notice shall set forth either the amount or the maximum amount of bonds proposed to be issued.*

C. S. (III), 5669; Ex. Sess. 1924, c. 121, s. 3.

BOND ELECTIONS IN SPECIAL CHARTER DISTRICTS

(Section as Rewritten)

SEC. 263. **Bonds in special charter districts.** Elections may be held in *special charter districts, and bonds issued and taxes levied to pay the same in the manner provided by the previous sections of this article, except as otherwise provided in this section.*

(*a*) *In the case of every special charter district coterminous with an incorporated city or town having authority by virtue of its charter, or other special or local laws, to maintain a system of schools, the petition for the election shall be made to the principal governing body of each city or town by the board of trustees, unless said board is the principal governing body of said city or town, in which case no petition shall be necessary. But said principal governing body may, in its discretion, grant or refuse said petition. In every special charter district of the kind described in* *this subsection, all powers and duties conferred or imposed by this article on boards of county commissioners shall be exercised and performed by the principal governing body of said city or town with which the district is coterminous, but the bonds shall be sold and issued by the board of trustees in the name of the district, and shall be signed and sealed as may be provided by said board of trustees, and the proceeds derived from the sale of such bonds shall be turned over to the custodian of funds of such special charter district, who shall receive no commission for the handling of such proceeds.*

(b) In the case of all special charter districts not described in subsection (a) of this section the petition for the election shall be made by the board of trustees to the board of county commissioners, which board shall call, hold and determine the result of the election as provided in this article, and the bonds shall be sold and issued by the board of trustees in the name of the district, and shall be signed and sealed as may be provided by said board of trustees, and the proceeds derived from the sale of such bonds shall be turned over to the custodian of funds of such special charter district, who shall receive no commission for the handling of such proceeds: Provided, however, that in districts of the kind described in this subsection in which at the time any action required by this article is to be taken, the principal governing body of a city or town within or partly within the district shall be charged with the duty of levying all special school maintenance taxes for the district (although it may not be charged with the duty of levying taxes for bonds of the district), the powers and duties conferred by this article on boards of county commissioners shall be exercised and performed by said principal governing body: Provided, further, that in districts of the kind described in this subsection which lie in two or more counties, no petition shall be necessary, and the board of trustees of the district shall call, hold and determine the result of the election.

C. S. (III), 5675; Ex. Sess. 1924, c. 121, ss. 4, 5; 1927, c. —, s. 1.

COMMISSIONERS MAY BORROW FOR BUILDING WITHOUT SUBMITTING TO VOTE OF PEOPLE (New Section as Amended)

SEC. 271. That whenever the county board of education of any county shall petition the county commissioners of said county that it is necessary in order to provide a building or buildings to carry on a six months school in their county, and the location and plans for such building or buildings as proposed has been approved by the State Superintendent of Public Instruction, the county commissioners may, in their discretion, without submitting the issue to a vote of the people, borrow such sum of money as may in their judgment be necessary to erect or repair such building or buildings, and the commissioners are empowered and authorized to issue serial notes of the county or serial bonds of the county, as provided for in section two hundred and sixty-six and section two hundred and sixty-seven, article twenty-three, chapter one hundred and thirty six, Public Laws of nineteen hundred and twenty-three: *Provided,* this act shall not apply to the following counties: Alamance, Alleghany, Anson, Ashe, Avery, Beaufort, Bertie, Bladen, Buncombe, Burke, Cabarrus, Camden, Caswell, Catawba, Chatham, Chowan, Clay, Cumberland, Currituck, Dare, Davidson, Davie, Edgecombe, Gaston, Gates, Granville, Greene, Halifax, Harnett, Haywood, Henderson, Hertford, Hoke, Hyde, Jones, Lee, Lenoir, Lincoln, Macon, Madison, McDowell, Mecklenburg, Mitchell, Montgomery, Nash, New Hanover, Northampton, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Polk, Richmond, Robeson, Rockingham, Rowan, Sampson, Scotland, Stanly, Surry, Transylvania, Tyrrell, Union, Vance, Warren, Washington, Watauga, Wilkes, Wilson, Yadkin, Yancey.

Ex. Sess. 1924, c. 120; 1925, c. —; 1927, c. —.

Alexander, Brunswick, Caldwell, Carteret, Cherokee, Cleveland, Craven, Columbus, Duplin, Durham, Forsyth, Franklin, Graham, Guilford, Iredell, Jackson, Johnston, Martin, Moore, Randolph, Rutherford, Stokes, Swain, Wake, and Wayne are the counties to which the provisions of the above act apply.

COMPULSORY ATTENDANCE

SEC. 347. **Parent or guardian required to keep child in school; exception.** Every parent, guardian, or other person in the State having charge or control of a child between the ages of seven and fourteen years shall cause such child to attend school continuously for a period equal to the time which the public school in the district in which the child resides shall be in session. The principal, superintendent, or teacher who is in charge of such school shall have the right to excuse the child from temporary attendance on account of sickness or distance of residence from the school, or other unavoidable cause which does not constitute truancy as defined by the State Board of Education. *The term "school" as used in this section is defined to embrace all public schools and such private schools as have tutors or teachers and curricula that are approved by the county superintendent of public instruction or the State Board of Education.*

All private schools receiving and instructing children of compulsory school age shall be required to keep such records of attendance and render such reports of the attendance of such children as are required of public schools; and attendance upon such schools, if the school or tutor refuses or neglects to keep such records or to render such reports, shall not be accepted in lieu of attendance upon the public school of the district, town, or city which the child shall be entitled to attend: Provided, instruction in a private school or by a private tutor shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long a term.

C. S. (III), 5757; 1925, c. 226, s. 1.

EVIDENCE OF COMPULSORY ATTENDANCE VIOLATION

SEC. 351. **Investigation and prosecution by county superintendent and attendance officer.** The county superintendent of public welfare or chief school attendance officer or truant officer provided for by law shall investigate and prosecute all violators of the provisions of this article. *The reports of unlawful absence required to be made by teachers and principals to the chief attendance officer shall in his hands, in case of any prosecution, constitute prima facie evidence of the violation of this article, and the burden of proof shall be upon the defendant to show the lawful attendance of the child or children upon an authorized school.*

C. S. (III), 5761; 1925, c. 226, s. 2.

OBSERVANCE OF ARBOR DAY

SEC. 369. **Arbor Day.** Friday following the *fifteenth day of March of* each year shall be known as Arbor Day, to be appropriately observed by the public schools of the State. The Superintendent of Public Instruction shall issue each year a program for its observance by the school children of the State, in order that they may be taught to appreciate the true value of trees and forests to their State. The Superintendent of Public Instruction is authorized to provide a suitable program and plan of instruction to county school officials under his charge for the appropriate observance of this day.

C. S. (III), 5780 (p); 1927, c. —, s. 1.

EFFECT OF CHAPTER 95 (THE SCHOOL CODE) UPON LOCAL OR PRIVATE BOND ACTS

(New Section)

SEC. 378-a. *This act shall not affect any local or private act heretofore or hereafter enacted authorizing the issuance of bonds on other obligations for school purposes, but the powers hereby conferred and the methods of procedure hereby provided shall be deemed to be conferred and provide in addition to and not in substitution for those conferred or provided by any such local or private act, so that any district, municipality, township, county, or other political subdivision authorized to issue bonds for school purposes may proceed under any such local or private act applicable to it, without regard to the restrictions imposed by this act, or may proceed under this act, without regard to the restrictions imposed by any other act.*

1925, c. 143, s. 4.

AMENDMENTS TO THE CONSOLIDATED STATUTES*

TREASURER'S COMMISSION

3910. County treasurer. The county treasurer shall receive as compensation in full for all services required of him such a sum not exceeding one-half of one per cent on moneys received and not exceeding two and a half per cent on moneys disbursed by him, as the board of commissioners of the county may allow. As treasurer of the county school fund he shall receive such sum as the board of education may allow him, not exceeding two per cent on disbursements; and the said commissions shall be paid only upon the order of the county board of education, signed by the chairman and secretary, and the county board of education is hereby forbidden to sign any such order until the treasurer shall have made all reports and kept all such accounts required by law in the form and manner prescribed: *Provided*, that said treasurer shall be allowed no commission or compensation for receipts and disbursements of any loan or loans made to the county by the State Board of Education out of the State Literary Fund, *the special building fund, nor from funds derived from county or district bond issues*, for the building of schoolhouses: *Provided*, that in counties where the treasurer's total compensation cannot exceed two hundred and fifty dollars per annum, the treasurer may be allowed, in the discretion of the board of county commissioners and the board of education, as to the school fund, a sum not exceeding two and one-half per cent on his disbursements of all funds handled by him; but the compensation allowed by virtue of the provisions of this last proviso shall not be operative to give a total compensation in excess of two hundred and fifty dollars per annum to such treasurers.

C. S. 3910; Rev., s. 2778; Code, s. 770; 1899, c. 233; 1909, c. 577; 1913, c. 144; 1919, c. 254, s. 9; Ex. Sess. 1924, c. 121, s. 6.

STATE BOARD OF EDUCATION TO PROVIDE FOR A CONTINUOUS SCHOOL CENSUS

5435. Continuous school census. The State Board of Education is hereby directed to adopt such rules and regulations as may be necessary for taking a complete census of the school population and for installing and keeping in the office of the county superintendent in each county of the State a continuous census of the school population. The cost of taking and keeping the census shall be a legitimate item in the budget and shall be paid out of the incidental fund.

If any parent, guardian, or other person having the custody of a child, refuses to give any properly authorized census taker, teacher, school principal, or other school official charged with the duty of obtaining the census of the school population of any district, the necessary information to enable such person to obtain an accurate and correct census, or shall knowingly and willfully make any false statement to any person duly authorized to take the school census of any district, relative to the age or the mental or physical

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* Amendments are printed in italics.

condition of any child, he shall be deemed guilty of a misdemeanor and shall be fined not to exceed twenty-five dollars or imprisoned not to exceed thirty days, in the discretion of the court.

C. S. (III), 5435; 1925, c. 95, s. 1.

CHILDREN AT ORPHANAGES

5446. Children in orphanages permitted to attend public schools, expenses. Children living in and cared for and supported by any institution established or incorporated for the purpose of rearing and caring for orphan children shall be considered legal residents of said district in which the institution is located, and a part or all of said orphan children shall be permitted to attend the public school or schools of said district, and the extra expenses of teaching said children for six months in the public school or schools of said district may be borne as follows:

Three-fourths of the extra expense for a term of six months of every year, as a result of the attendance of said children, may be paid out of the State *equalizing fund* and one-fourth out of the county fund, unless otherwise provided.

Provided further that the provisions of this section shall be permissive only, and shall not be mandatory.

C. S. (III), 5446; 1927, c. —, s. 1.

DATES FOR TEACHERS' EXAMINATIONS

SEC. 5578. **Dates for examination; special examinations.** The second Tuesday in April of each year is hereby designated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt; but no examination shall commence on any other day than the first day of *the* period mentioned in this section, and no examination shall be held at any other time. The board may in its discretion provide for special examinations to be conducted by such persons as it may appoint.

C. S. (III), 5578; 1925, c. 181, s. 3.

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